

1964

Olivet Nazarene College Biennial Catalog 1964-1966

Olivet Nazarene University
Olivet Nazarene University

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Catalog
1964-1966



OLIVET NAZARENE COLLEGE

KANKAKEE, ILLINOIS

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CORRECTIONS AND ADDITIONS

(Effective Sept. 1, 1965)

General Expenses

Pg. 19

Scale of tuition charges (per semester)

12 to 18 hours -----	\$325.00
11 hours or less (per hour) -----	27.50

Pg. 20

Semi-Private Instruction in Piano and Voice (per course) 15.00

Pg. 21

Listed below are the approximate college expenses per semester for a dormitory student enrolled for 12 to 18 hours.

Fees (Does not include special fees) ----	48.00
Tuition -----	325.00
Room - Board -----	330.00 - 340.00
Books -----	40.00
	<hr/>
	\$743.00 - 753.00

FACULTY ADDITIONS

JACOB A. DeVILLE, Ed.D., Assistant Professor of Psychology

MARY SHAFFER, Ed.D., Associate Professor of Art Education

FOREST T. BENNER, Th.M., Assistant Professor of Church History
and Theology

BILLIE MATHENY, M.S., Assistant Professor of Education

MARJORIE MAYO, M.S., Assistant Professor of Education

MARY RUTH PETEFISH, M.S., Assistant Librarian

LOTTIE PHILLIPS, M.A., Assistant Professor of English

KENNETH D. SWAN, M.A., Instructor in English

OVID YOUNG, B.S., Instructor in Piano



OLIVET NAZARENE COLLEGE

Biennial Bulletin

1964–1965 *and* 1965–1966



Telephone 933-3344 Area Code 815

Kankakee, Illinois 60901



Burke Administration Building

Education With a Christian Purpose

Olivet Nazarene College is a Christian Liberal Arts College operated and supported by the Church of the Nazarene as its official college on the Central Educational Zone. Its motto, "Education With a Christian Purpose," can be viewed from two standpoints. The supporting church has very definite purposes in the establishment of colleges. In turn, Olivet has clearly set forth its "Purposes and Objectives" as an institution of higher learning. Consistent with this set of purposes the college aspires to promote the development of a Christian academic community which is to involve students, professors, administrators, trustees, and maintenance employees. All members of this special community should agree that religion has a place in the curriculum and that, in fact, it must function to unify the entire curriculum. This community proceeds on the assumption that Jesus Christ is the Way, the Truth, and the Life; that He, as the Great Example, calls each individual to the development and dedication of his talents in sacrificial service to his fellow man. It holds that all truth is God's truth

and, therefore, cannot be segmented into secular and non-secular departments. In order for the college to succeed it has a right to expect from all who seek membership in the college community a feeling of sympathy and common cause for this basic orientation.

“Education With a Christian Purpose” may also be viewed from the standpoint of the student and his objectives. Each student must find and identify a central core of values about which to organize his life and activities. Under the counsel and guidance of older members of this academic community, young people are assisted in the sifting and sorting of ideas of the past and the contemporary scene. Olivet proceeds from the assumption that her task is not complete apart from a person’s salvation from sin and the complete commitment of his life to the will of God. Decisions and adjustments in this area must be highly individual and personal, but the influence of the community of Christian faculty and Christian students should be conducive to building one’s value system within the evangelical Christian tradition. Students from twelve nations, thirty-one states, and thirty-one denominations have found in Olivet the kind of community in which they wish to undertake higher studies.

Olivet Nazarene College is committed to high standards of academic excellence. The college is fully accredited by the North Central Association of Colleges and Secondary Schools. It is approved by the Illinois State Department of Education as a teacher training college. It carries on a continuous program of self-studies in the belief that there is always room for improvement. It has a faculty competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student who enrolls. This is done in the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought, and effectiveness in communication. The college seeks through its curriculum, co-curricular activities, and campus regulations to assure the priority of academic discipline and achievement. A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the intellect and to give balance to the judgments required in a world of rapid change. Each individual student must here find himself and that essential core of his being which in truth makes him free to take up his calling in life and live out his Christian commitment as a citizen of his country and his world. A glimpse of this ideal can be captured from the strains of the Alma Mater:

*To Alma Mater, Olivet, we'll lift our voice in praise
For noble standards which we'll hold 'till ending of our days.
The time we spent within these halls will ne'er forgotten be,
For here we learned to know of truth, and truth will make us free.*



Introduction to Olivet Nazarene College

PURPOSES AND OBJECTIVES

Olivet Nazarene College is an institution of the Church of the Nazarene and recognizes as of paramount importance the fundamental beliefs, principles, and emphases sponsored by the Church which it represents. It seeks to provide a well-rounded education in an atmosphere of Christian culture. An effort is put forth to lead all who are not established in the Christian faith into the experience of full salvation and to foster in all students the development of Christian graces.

The objectives of the college may be summarized as follows:

- I. To assist the student in developing a wholesome and well-integrated Christian personality, thus preparing him for intelligent Christian citizenship.

II. To provide a general training with a view to developing in the student:

1. A knowledge of the Bible and an appreciation of it as the revealed Word of God and the foundation of Christian doctrine, experience, and life.
2. A sense of moral and spiritual values that will produce conviction, self-confidence, poise, and discrimination in life's choices.
3. Ideals of Christian democracy and an acquaintance with the institutions of modern society and the problems that face the world today.
4. Habits of constructive, critical thinking and effectiveness in oral and written communication.
5. An understanding of the nature of science and its relation to Christian philosophy, and some ability in the use of the scientific method in the various fields of knowledge.
6. Appreciation and participation in the aesthetic areas of literature, music, and art, which will enable the student to enjoy the finer aspects of our cultural heritage.
7. Social poise, cooperativeness and the exercise of consideration and good taste in human relationships.
8. Wholesome personal habits and an acquaintance with the laws of health and physical development, including a proper use of leisure and participation in a well-balanced recreational program.

III. To provide with the opportunity of concentration in chosen fields of learning, including:

1. Major work leading to graduate study.
2. Pre-professional courses leading to further study in medicine, law, and engineering.
3. Specialized training in certain vocational areas such as teaching, business administration, home economics, music, and social service.

IV. To provide fundamental training in the several areas of the Christian ministry and in lay religious leadership.



HISTORICAL SKETCH

What is now Olivet Nazarene College had its earliest beginning as an elementary school at Georgetown, Illinois, in 1907. The project was supported by a group of devout people who desired a distinctly Christian atmosphere for the education of their children. In 1908 the school was moved to a point three miles south (now Olivet, Illinois), where several acres of land had been purchased for school purposes, and enlarged to include a high school. In 1909 the school became a college of liberal arts, and as a result of local efforts the school constantly expanded and modern buildings were erected.

In 1912 the Church of the Nazarene received the college, then known as Illinois Holiness University, as a gift from the local trustees, and the building program was continued. In 1921 the name was changed to Olivet College. By 1939 the plant consisted of five brick structures and several frame buildings on a fourteen-acre campus.

In November, 1939, the administration building that housed the classrooms, library, laboratories, offices, and chapel, was destroyed by fire. After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois, which was formerly the home of St. Viator College. In 1940 the school was moved to the new campus and the name was changed to Olivet Nazarene College.

The institution has maintained the spiritual emphasis with which it was launched, while seeking a constant improvement of its educational program. It is a church college, owned and controlled by the Church of the Nazarene. Its success and continued progress are due to the loyal support of the Nazarene Churches in the states of Michigan, Ohio, Indiana, Missouri, Iowa, Wisconsin, and Illinois, which comprise its rapidly growing constituency.

Olivet Nazarene College is located in the village of Bourbonnais, north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U. S. 45-52, Ill. 102, and near U. S. 54 and Interstate 57. Kankakee is served by the New York Central and Illinois Central railroads and Greyhound bus lines. Mail, telegraph, and telephone connections are made by way of Kankakee, Illinois.

The location gives the college many advantages. Students enrolling in Olivet Nazarene College have the opportunity of earning part of their expenses in the many factories and business places of Kankakee. Two large state hospitals furnish opportunity for sociological and psychological study. The nearness of the school to Chicago lends the cultural advantages of the large city. Classes make field excursions to the different points of interest.



The Educational Program

As a Christian college of liberal arts, Olivet Nazarene College offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through the curriculum, co-curricular activities, field experiences, and the library. While teachers and counselors are ready to assist, the student is primarily responsible for his own education. He is responsible for meeting graduation requirements and other requirements for licensing, certification, or graduate school admission. Beyond this he is expected to take personal responsibility for his own learning and education. The Olivet program may be thought of as General Education coordinated with a program of Specialization as outlined on the following pages.

Each candidate for a degree must offer one hundred twenty-eight semester hours. The semester hour is the unit of credit and is equivalent to one class period a week for one semester. Each hour is understood to represent for the average student one period (50 minutes) of class work and two periods of preparation. In laboratory courses, a two hour period is considered the equal of one hour recitation or lecture period. A normal student load is fifteen to seventeen hours. The maximum load is eighteen hours. A "C" average is required for graduation.

GENERAL EDUCATION

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity and to carry out the general aims of Christian education as outlined in the institutional objectives, certain required courses have been developed to meet the needs of all students in all degree curricula. In certain fields of study the student is required to select from among several courses according to his interest or plans for future study. Courses numbered one to fifty normally should

be completed during the freshman or sophomore years, but it is intended that some of the student's general education courses will be completed in the last two years of his study (see Classification, *Catalog* p. 34). The requirements for all students on all degrees are as follows:

Group I—Biblical Literature and Theology.....	12
1. Bib. Lit. 11, 12—History of Israel and Life of Christ...	4
2. Theol. 21, 22—Christian Doctrine	4
3. Upper Division Bib. Lit. (only courses numbered fifty and above count; 53, 54, 55, 56 are recommended).....	4
Group II—Literature, Philosophy, and Fine Arts.....	9
1. F.A. 1—Introduction to Fine Arts.....	3
2. English or American Literature	4
3. Additional Literature, Music Literature, Literature in a foreign language, or Philosophy.....	2
Group III—Natural Science and Mathematics.....	10
1. A laboratory science.....	5
2. Mathematics or physical science.....	3
3. Additional science	2
Group IV—History and Social Sciences.....	9
1. Two of the following courses:	6
Soc. Sci. 1, 2—Introduction to Social Science	
Hist. 1, 2—General European Survey	
Hist. 21, 22—U.S. History Survey	
2. Additional Social Science chosen from the following fields:	3
Economics, Geography, History, Political Science, Psychology, Sociology	
Group V—International Understanding	6-10
<i>Either A or B</i>	
*A. Foreign language (French, German, Greek, Latin, Russian, or Spanish) through intermediate level... 10	
B. Courses in international relations or foreign cultures (VIZ., Hist. 61, 63, Pol. Sci. 65, 66, Engl. 63, 64, Phil. 51, 52, Bib. Lit. 45, 57, 58, Rel. 86, Soc. 64, or Econ. 63)	6
Group VI—Service Courses	9
1. Eng. 3, 4—General English.....	6
2. P.E. 1, 2—Physical Education.....	2
3. Psych. 1—Personal Development.....	1
TOTAL.....	55-59

* Candidates for the Bachelor of Arts degree must meet the foreign language requirement. Candidates for the Bachelor of Science and Bachelor of Theology degrees have the option of either A or B.

A student continuing study of a foreign language which he had studied in high school may accelerate toward the completion of the requirement depending upon the high school record in that language and upon the results of a college placement examination. Foreign students, or students with a demonstrable oral and written competency in a second language, may be permitted a waiver in language requirements for graduation upon petition.

SPECIALIZATION

By the third year of a student's college program it is expected that he will choose an area of specialization as his major field of interest and another area as his minor field of interest. By this means the student will be enabled to examine more intensively a narrower field of study and thus to gain depth and a degree of competence in using and communicating this knowledge. This work is largely in the upper division, numbered 51 to 100. A minimum of 40 hours of upper division work is required in all curricula with the exception of those in Music Education and Church and Choral Music. The upper division requirement for these majors is 32 hours. No more than 40 hours from a single department may count toward a degree.

ACADEMIC BUILDING BLOCKS

SENIOR YEAR	UPPER DIVI- SION						SPECIALIZATION
JUNIOR YEAR	BIBLE						MAJOR AND MINOR
SOPHOMORE YEAR	CHRISTIAN DOCTRINE	PHILOSOPHY LITERATURE	NATURAL SCIENCE	PSYCHOLOGY HISTORY	FOREIGN * LANGUAGE		SPECIAL- IZATION
FRESHMAN YEAR	BIBLICAL LITERATURE	FINE ARTS	AND MATHE- MATICS	SOCIAL SCIENCES	GENERAL ENGLISH	P.E.** & P.D.	SPE- CIALI- ZATION

* B.S. & Th.B. degrees allow 6 hours of courses named for "International Understanding." These are all junior or senior level courses.

** P. D. refers to Freshman Orientation course "Personal Development." P. E. refers to Physical Education.

DEGREES

MASTER OF ARTS

The Master of Arts degree with a major in Theology is offered. This program is described under the Theology department in this catalog and in a separate brochure.

Three undergraduate degrees are offered to meet the varying needs of the students. Each is subject to somewhat different requirements. A definite choice of degree and major should be made by the end of the sophomore year when the student applies for Junior Standing.

BACHELOR OF ARTS

Courses leading to the Bachelor of Arts degree are designed to provide a liberal education, and to prepare one for graduate study, for entrance to professional schools, and to teach.

In addition to the general requirements for graduation, the candidate for the Bachelor of Arts degree will meet the following specific subject requirements and restrictions:

1. The General Education Program outlined on p. 8, including ten hours of one foreign language or the completion of the intermediate level of a foreign language.
2. The completion of a major varying from twenty-four to thirty-six hours in any of the departments offering majors (see major requirements indicated under various departmental course listings). An Interdepartmental major is offered in Social Science and in Religion and Philosophy.
3. The completion of a minor or of supporting courses as specified by the major department in the catalog.
4. Typing, Shorthand, and Office Practice may not be counted on the Bachelor of Arts degree.

BACHELOR OF SCIENCE

The Bachelor of Science degree is awarded for the completion of curricula which, though basically liberal arts in content, includes majors in certain professional and vocational areas as follows: Business Administration, Business Education, Education, Music Education, Religious Education, Physical Education, Home Economics, and Church Music.

Candidates for the Bachelor of Science degree must meet the general requirements for graduation and, in addition, complete the requirements for a major, academic minima, professional minima, and electives as outlined in connection with the course offerings of the above departments.

BACHELOR OF THEOLOGY

The degree of Bachelor of Theology is awarded upon completion of the following:

1. The General Education requirements with a minimum of twelve hours in English and eight hours of philosophy. Greek is recommended under Group V.
2. A major in theology, requirements for which are listed in *Catalog*, page 94.
3. The completion of supporting courses as specified by the major department.

PROFESSIONAL AND PRE-PROFESSIONAL CURRICULA

PREPARATION OF TEACHERS

Teacher education is one of the major functions of Olivet Nazarene College. By careful planning from the start a student may complete the requirements for graduation, the teacher education program and meet state certificate requirements within the four year program. Further detail is to be found under "Academic Regulations" and departmental listings in the catalog.

Those planning to teach in elementary school or junior high school normally will complete a major in Education and earn the Bachelor of Science degree. Teachers of business, home economics, music, and physical education will also normally work toward a Bachelor of Science degree with a major in the appropriate field. Specific requirements and programs for these teachers are described with the course offerings of the department concerned.

Those planning to teach in secondary schools (except for the special fields named in the paragraph above) normally will complete the requirements for the Bachelor of Arts degree, offer at least two teaching fields, and a 19 semester hour minor in Education. The teaching fields must be selected from subjects usually taught in high schools. The major field must consist of 32 semester hours or the number of hours specified for the department or teaching area concerned, and the minor teaching field of 20 to 24 semester hours. General Science minors must include a minimum of 24 semester hours. Teachers in the various science fields must offer a minimum of 10 semester hours in a second science field. Specific requirements for teaching majors and minors are to be found with the course offerings of the departments.

Students should formally apply for admission to a teacher training curricula not later than the beginning of the junior year. The college cannot give student teaching or the required recommendation for teaching credentials to those who have not followed one of the established programs for the preparation of teachers.

PRE-MEDICAL CURRICULUM

Any freshman whose scholarship rank is in the upper half of his high school graduating class is eligible for admission to the pre-medical curriculum.

Any student whose scholastic average in June of each year is below 2.5 is denied further registration in this curriculum, until such time as he may have improved his average to this minimum.

Students who are preparing for the nursing profession are asked to include Chemistry 1 and 2 in their program.

Electives in the second and third years should be arranged to satisfy the requirements for admission to the medical college which the student expects to enter. A number of medical colleges require fourteen semester hours from at least two of the following: economics, history, philosophy, political science, psychology, and sociology.

PRE-ENGINEERING CURRICULUM

A student interested in the pre-engineering curriculum should contact the engineering school of his choice for advice concerning required courses.

Only students with good preparation in science and mathematics may expect to complete this curriculum in four semesters.

The student should plan his course carefully to parallel the program of the engineering school to which he plans to transfer.

PRE-LAW CURRICULUM

Students who are interested in the study of law are urged to advise with a member of the faculty in the Department of History and Political Science and, in addition, they should contact the law school of their choice for advice on entrance requirements and recommended courses.

The prospective law student is advised to take an A.B. degree with a major in history, social science, English, speech, or sociology. Accounting must be included and course work in political science, economics, logic, Latin, mathematics, and psychology is also advised.

MINISTERIAL TRAINING FOR THE OLDER STUDENT

For those men who have felt their call to the ministry later in life and who are not able to take the full degree program, Olivet Nazarene College has maintained two courses of study, the Theological Certificate Course (a three year program) and the Ministerial Studies Program (a two year course).

These programs are described in the Catalog (pp. 106-108); also in a separate brochure "Ministerial Training for the Older Student." A copy may be obtained by writing the Director of Admissions.



Admission Requirements

New students are required to make application in advance on forms which may be obtained in person or by mail from the Admissions office and to file with the Director of Admissions the following: (a) a transcript of preparatory or advanced work, which is ordinarily sent direct from the school last attended on the request of the student; (b) a health certificate from the family physician, on a form which will be sent from the Admissions office; (c) three or more character testimonials, also on forms furnished by the Admissions office. All transcripts become the property of Olivet Nazarene College and are made a part of the student's permanent file. Students transferring from another school are expected to present credentials of honorable dismissal and to meet the scholarship requirements for admission. The Director of Admissions will be glad to guide high school students in advance on meeting college entrance requirements.

Students will be admitted to the College upon presentation of satisfactory testimonials of character and scholarship, in three ways, as follows:

A. Admission by Certificate. Candidates for admission to freshman standing may present a certificate of graduation from an accredited four-year high school or academy showing the studies pursued, the time devoted to each subject, and the credits received. The student shall present a high school grade average of C or above in college preparatory subjects, and rank in the upper three-fourths of his graduating class. The recommendation of the principal for the admission of the candidate to the College is desirable.

The College reserves the right to assign the freshman to remedial work in reading and in English if deficiency appears in these fields. Such courses will be required but no credit will be allowed for them.

Fifteen units of secondary school work are required from an accredited high school, taken in residence, including two majors and one minor, selected from the following five fields: English, foreign language (two or more units in the same language), mathematics, science, and social studies. One major must be in English.

High school graduates who are deficient in any required high school subject may be admitted provisionally, subject to making up the deficiency during the first year of their college residence. Foreign students may be permitted a waiver in language requirements for entrance at the discretion of the Scholarship Committee.

In certain cases where the applicant ranks in the upper half of his high school class in scholarship, specific major and minor requirements may be waived. For particulars, write the Admissions office.

Major.—A major consists of three unit courses in one field. (See special requirements for a major in each of the various fields as stated below.)

Minor.—A minor consists of two unit courses in one field. (See special requirements for a minor in each of the various fields stated below.)

The required majors and minors defined above may be selected from the following five groups:

1. *English.*—(In all cases one major must be in English.) Only courses in history and appreciation of literature, composition (including oral composition when given as a part of a basic English course), and grammar will count toward a major.

2. *Foreign Language.*—Three units, two of which must be in the same language, constitute a major. Two units in one language constitute a minor.

3. *Mathematics.*—Only courses in algebra, plane geometry, solid and spherical geometry, and trigonometry will be accepted toward a major or minor in this subject. (General mathematics may be accepted in lieu of algebra and geometry in cases where the content of the course is essentially the same as that ordinarily included in algebra and geometry.)

4. *Science.*—(Including physics, chemistry, botany, and zoology; general science, or physiology and physiography; astronomy, and geology.) The three units required for a major must include at least a total of two units chosen from one or more of the following subjects: physics, chemistry, botany, and zoology. Biology may be offered in place of botany and zoology. The two units required for a minor must include at least one unit from the above subjects.

5. *Social Studies.*—(Including history, civics, economics, commercial or economic geography, and sociology.) The three units required for a major must include at least two units in history. The two units required for a minor must include at least one unit in history.

B. Admission by Examination. Mature persons above high school age (21 or over) who have not completed high school but who have had other opportunities to develop educationally, may be cleared for entrance in Olivet Nazarent College by special examination designed for this purpose.

In some instances a student may demonstrate that he is qualified to carry college work successfully although his grade average in high school is below that accepted for admission. If the applicant has reason to believe that this is true, he may write the Director of Admissions explaining any extenuating circumstances that may be offered. If the explanation is considered reasonable the applicant may be permitted to try for admission by entrance examination. This examination is to be taken in advance of enrollment. For arrangements to take it the applicant should write the Director of Admissions.

C. Admission to Advanced Standing. Students from other accredited colleges with standards equivalent to our own seeking admission to advanced standing in the College must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished. Students from other institutions given advanced standing in this college must show a grade average of C or above.

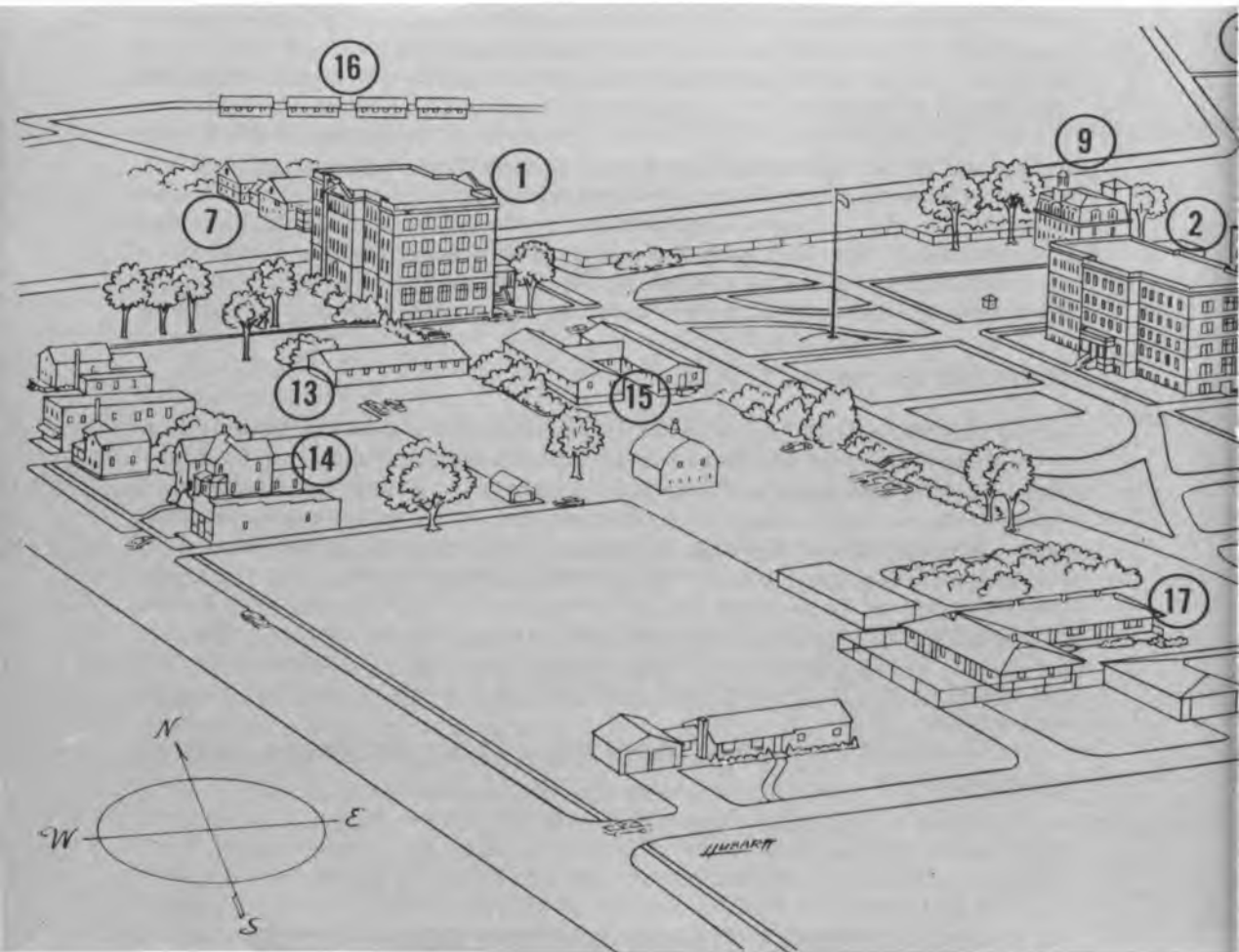
EXEMPTIONS AND ADVANCED PLACEMENT

Olivet Nazarene College is prepared to give credit and advanced standing to qualified students on the basis of the Advanced Placement Tests administered by the College Entrance Examination Board for college-level achievement in high school. Application for such examinations must be made directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey, which will forward the results to Olivet upon the student's request. In all cases, full academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene College. Waiver of required freshman courses will allow more electives for the student who has done superior work in high school.

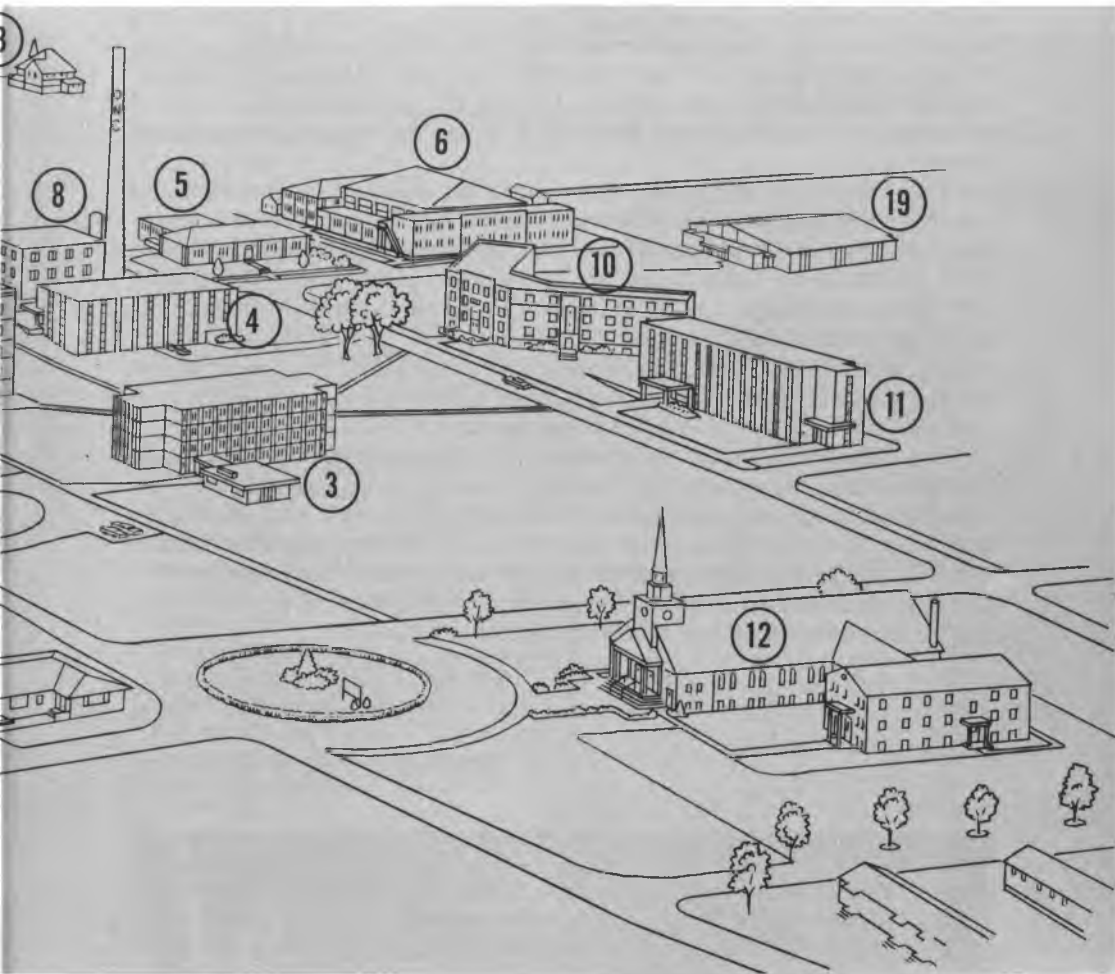
Freshmen are admitted to classes only after completing the freshman testing program.



Olivet Nazarene



College Campus



LEGEND

1. Burke Administration Hall
2. Chapman Hall (Men)
3. Hills Hall (Men)
4. Memorial Library
5. Miller Dining Hall
6. Birchard Gymnasium
7. Goodwin Hall
8. Power Plant
9. Walker Hall

10. Williams Hall (Women)
11. Nesbitt Hall (Women)
12. College Church
13. Home Economics
14. Home Management
15. Flierman's Hall
16. Senior Houses North
17. Senior House South
18. Hardin House
19. Chalfant Hall

Campus Facilities

The campus of Olivet Nazarene College consists of one hundred fifty acres of contiguous land. The principal buildings are arranged on about fifty acres of land, the remainder serving as playing fields, housing for married students, parking, or site for future development. Although separately organized and controlled, College Church of the Nazarene is located adjacent to the campus and serves as a center for campus religious activities.

The older buildings of the campus are solid masonry construction and represent the architecture of the time of their construction. Burke, Chapman, and Sanford halls are of Bedford Limestone while Miller Dining Hall and Birchard Gymnasium are of brick, tile, and steel construction. The newer buildings, including Memorial Library, Chalfant Hall, Williams and Nesbitt halls (women's residences) and Hills Hall (men's residence) are of steel, brick, and stone construction and are functional in design. A new Science building and a new College Center are under construction and should be ready for use in the 1965-66 school year.

The Memorial Library was designed for a capacity of 335 readers and 75,000 volumes. At present the holdings number more than 50,000. The Library subscribes to approximately 430 periodicals and maintains back files either in bound print or on microfilm. The library is a selective government depository and a number of U. S. government published periodicals and series are received as they are published. There is a music room and an excellent collection of records and musical scores.



Financial Information

GENERAL EXPENSES

The following is an itemized estimate of the cost of a regular course for one semester:

Registration Fee	\$ 10.00
(The registration fee for students carrying less than ten hours will be \$1.00 per hour.)	
*Activity Fee	20.00
Medical Fee	4.00
(All students enrolled for six hours or more are required to pay the activity, medical, insurance, and mail handling fees.)	
Scale of tuition charges:	
12 to 18 hours	\$300.00
11 hours or less (per hour)	25.00
Room and Board (Board cafeteria style)	\$30-\$40.00
Freshman Orientation Tests	4.00

LABORATORY AND SPECIAL FEES

Art Fee	\$ 3.00
Auditing Fee	4.00
Automobile Registration and Parking, per semester	10.00
Change in registration after first week	2.00
Diploma Fee	12.00
G.E.D. Examination	5.00
Health Insurance, per semester	13.00
Home Economics Laboratory	5.00
Key deposit for room	3.00
Laboratory Science, per semester	6.00
Late registration	2.00-6.00
Late Tests	2.00
Lockers, per semester	1.00
Mail handling fee, per semester	1.00
Office Practice Fee	5.00
Practice Teaching, per credit hour	7.00
Proficiency Examination, per subject	5.00
Reading Laboratory	5.00
Swimming Fee, per semester	2.00
Thesis binding fee	10.00
Transcript of Credits (no charge for first transcript)	1.00
Typewriter Rental	10.00

* The student body, acting on the recommendation of the Student Council, establishes a general student activities fee from year to year. This fee takes care of the Aurora (the college year book), the student newspaper, lyceum courses, and absorbs the ordinary class dues. The assessment voted by the student body is \$20.00 per semester. Occasionally the student body will vote a small fee for a special project. The above is intended to be a general guide and not an exact statement.

APPLIED MUSIC FEES

Rates for one lesson per week, per semester:

Piano, Voice, Organ, and Orchestral

Instruments\$80.00†

SPECIAL MUSIC FEES

Rates are for one semester:

Registration Fee, Special Students, Applied Music, Class Voice, Class Piano, <i>each applied course</i>	1.00
Practice Piano, per hour daily.....	6.00
Practice Organ, one hour daily.....	18.00
Practice Instrument, one hour daily.....	6.00
Music Library Fee, per applied course.....	1.00
Record Laboratory Fee (Music Literature, Theory and Fine Arts).....	1.50
Instrument rent	5.00
Orchestra or Band	3.00
Class Piano and Voice (2 hrs.) (see Page 19 for tuition)	

METHODS OF PAYMENT

1. Any financial arrangements entered into between the college and its students will be binding on the college only if such agreement is in printed or written form.

2. All charges are due within ten days after the registration date; however, for those unable to pay cash, a deferred payment plan is available to cover a portion of the enrollment charges. A service charge will be added to any unpaid balance ten days after registration. Those requesting a deferred payment plan must complete a credit application in advance of their registration. The application will be considered by the Comptroller's Office. (It is imperative that the application be completed in full.) Students whose parents plan to pay their account using the deferred payment plan must also complete the application for credit. An itemized statement will be sent to parents directly after registration. Those participating in the deferred payment plan and filing the credit application will be required to pay one-fourth down at the time of registration. The balance may be paid in equal monthly installments. Any student whose account has become delinquent through failure to make payment or proper arrangements will be barred from class attendance until such matters are corrected satisfactorily with the Comptroller's Office.

† Students paying literary tuition for six semester hours or more will be given a 50% discount on the fees for private music lessons.

Listed below are the approximate college expenses per semester for a dormitory student enrolled for 12-18 hours:

*Fees (does not include special fees).....	\$ 48.00
**Tuition	300.00
Room-Board	330-340.00
Books	40.00
Total	\$718-728.00

All sales in the Book Store are to be cash.

A 6% per annum interest charge will be added to any unpaid portion at the end of the semester.

No degree will be conferred or credit transferred until all accounts and notes are paid in full.

WITHDRAWALS

If a student withdraws from school before the end of the semester, the incidental fees will not be refunded. Withdrawals will be dated as of the end of the week in which the last class was attended. The tuition charge will be computed on the basis of 10% per week.

The graduated scale of charges will not apply to a fee which is for a noncontinuing service, such as a registration fee, which will not be subject to refund under any conditions.

Students are required to pay for any damage, other than ordinary usage, to furniture or fixtures during their occupancy of the room.

If a student desires to change a course, or finds it necessary to withdraw, it shall be the student's responsibility to make proper financial arrangements at the time of the change or withdrawal on forms which may be secured at the registrar's office. If the student defaults in processing the proper withdrawal or drop form, the account will be adjusted on the basis of the date that such completed form is presented to the business office.

No refunds for absences from private music lessons will be made.

The practice hall fee is not refundable.

No refund will be made in the case of students who are asked to leave the college because of violation of rules, or as a result of disciplinary action taken by the Student Personnel Services Committee.

SCHOLARSHIPS AND STUDENT AIDS

It is the policy of Olivet Nazarene College to award only one college-supported prize or scholarship per person per year. This is not to be interpreted to prevent recipients of college-sponsored scholarships from receiving scholarship aid from other sources.

* This figure may vary depending on courses taken. Some courses have additional laboratory or practice fees. See page 19—Laboratory and Special Fees.

** Does not include tuition charge for applied music courses. These charges would be additional.

Scholarships

Nazarene Scholarships: Olivet Nazarene College offers a conditional \$400 scholarship to any Nazarene young person in the Central Educational Zone who ranks in the highest ten per cent of his high school graduating class. Credit on tuition in the amount of \$100 will be awarded for the first year and the scholarship will be continued in the same amount each succeeding year to a maximum of four years, providing the student maintains a grade average of 3.00. The high school transcript must show the rank of the applicant.

Hilliard F. and Aileen Greene Scholarships: Established in 1953 by Hilliard F. Greene. Five hundred dollars each to one freshman, one sophomore, and one junior, to be elected by the Admissions and Scholarship Committee of the faculty from the five students in each class earning the highest grade-point averages for the year. This amount is to be used for educational purposes. An additional \$500.00 for scholarships is also provided, making a total of \$2,000.00.

Miller Scholarship: Dr. Samuel L. Miller has established a scholarship fund for ministerial students of \$10,000. Income from this fund will provide an annual scholarship under certain stipulated conditions.

A. K. and Beatrice Harper Scholarship Fund of \$5,000 for Ministerial Students: Established in 1959 by A. K. Harper because of his concern for needy students who are preparing for the ministry.

Olivet Faculty Club Scholarships: The Faculty Club of Olivet Nazarene College makes available two scholarships worth \$50 each to deserving young people who have a grade point average of 3.00 or better. These scholarships are to be awarded by the Admissions and Scholarship Committee of the faculty.

Departmental Scholarships: A number of \$100 scholarships are available to students who do not qualify for the Nazarene scholarships but who show a very high proficiency in a particular field of study. In the Division of Fine Arts students receiving a superior rating at a district or state music contest will be considered. In other divisions of the college especially high scores on tests or other evidences of superior standing will be considered.

Elmira M. Helm Scholarship: This fund of \$7,500 was made available through the will of Elmira M. Helm. Income from the fund is available to one worthy Nazarene student each year from Huntington County, Indiana.

Mrs. Merlin H. Current Scholarship: This fund was established in 1963 to aid a ministerial or missionary student who demonstrates a need.

District Scholarships: The Nazarene Young People's societies of twelve districts of the Central Educational Zone, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene College. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.P.S. presidents. The current number and size of the scholarships now offered are as follows:

<i>Illinois District</i>	Two awards of \$50 each
<i>Indianapolis District</i>	Two awards of \$100 each
<i>Chicago Central District</i>	Two awards of \$100 each
<i>Eastern Michigan District</i>	One award of \$200
<i>Iowa District</i>	Two awards of \$100 each
<i>Northwestern Illinois District</i>	One award of \$100 and one of \$50
<i>Michigan District</i>	Two awards of \$100 each
<i>Northeastern Indiana District</i>	Four awards of \$150 each
<i>Southwestern Ohio District</i>	Two awards of \$125 each
<i>Northwestern Ohio District</i>	Two awards of \$125 each
<i>Southwestern Indiana District</i>	Two awards of \$100 each
<i>Missouri District</i>	Number to be awarded determined by number of eligible applicants, each worth \$100.
<i>Northwestern Indiana District</i>	Three awards of \$100 each
<i>Wisconsin District</i>	One award of \$100

The Olivet Nazarene College Prize for Bible Knowledge: Olivet Nazarene College

awards an annual prize of \$100 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his knowledge of an assigned portion of the Bible, provided the District Nazarene Young People's Society will add an equal or greater amount to the prize.

Grants-In-Aid

The Olivet Personnel Association offers a grant-in-aid of \$50 each semester or a total of \$100 per year to deserving students who have a satisfactory scholastic average. This grant will be awarded for one semester at a time by the Admissions and Scholarship Committee. Nominees for the award will be proposed by the employees' organization.

Church Sponsored Grants: Several congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene College by offering general aid to all who enroll. While the amount and terms of these awards varies, and the conditions should be investigated with the pastor of the local church, the programs of the following churches have been called to the attention of the college and are probably illustrative of many more such aid programs:

Bellows Avenue, Columbus, Ohio	\$50 per semester for first year students
College Church, Bourbonnais, Illinois	\$50 per semester for first year students
First Church, Hamilton, Ohio	\$25 per semester for all students
Douglas Road, Toledo, Ohio	\$50 per semester for first year students
Lockland Church, Lockland, Ohio	\$100 award to each student
First Church, Columbus, Indiana	\$25 per semester for all students
Southside Church, Muncie, Indiana	\$50 per semester for first year students and \$25 per semester in subsequent years
Clyde Park, Grand Rapids, Michigan	\$50 per semester for all students
Sikeston Church, Sikeston, Missouri	\$25 per semester for all students
Argo Church, Argo, Illinois	\$50 per semester for first year students
Roxanna Church, Roxanna, Illinois	\$100 award to one student

Loan Funds

Selden Dee Kelley Memorial Loan Fund: This loan fund of five hundred dollars was given by a fellow minister and friend of the late president, Dr. Selden Dee Kelley, in honor of his memory.

Nellie L. Grimsley Missionary Student Loan Fund: The estate of Nellie L. Grimsley has provided a \$1,900 loan fund available to students in preparation for definite Foreign Missionary Service.

Anna and Eloise Mitten Loan Fund: Dr. L. G. Mitten and others have set up a limited student loan fund as a memorial to his deceased wife, Anna, and daughter, Eloise, which is available to qualified juniors or seniors who need additional help in order to complete their programs at Olivet Nazarene College.

Grover VanDuyn Memorial Fund: Through gifts from the family and friends of the late Dr. Grover VanDuyn, formerly president of Olivet Nazarene College, a student loan fund has been established in his memory. It is designated for loans to worthy students who need financial assistance.

Clarene and Maxine Julius Memorial Student Loan Fund: William L. Julius has set up a limited student loan fund as a memorial to his deceased wife Clarene and daughter Maxine, which is available to qualified second semester sophomores, juniors, or seniors who need additional help in order to complete their programs at Olivet Nazarene College.

Manley Loan Fund: In memory of Dyle Phelps Manley, a special loan fund has been established by his widow, Mrs. Ethel Krueger Manley.

Calvin and Lenore Bean Ministerial Loan Fund: This is an emergency loan fund available to sophomores, juniors, and seniors in amounts of \$100 bearing 4% interest.

Fern Humphreys Hoff Memorial Loan Fund: This is a loan fund established in memory of his deceased wife by Mr. L. R. Hoff and Associates of Santa Monica, California.

Class of 1961 Loan Fund: As their senior gift to the college, the Class of 1961 established a student loan fund which they plan to augment by annual gifts as alumni. These funds are available to worthy students of sophomore, junior, or senior standing. The fund now exceeds \$1,200 and is growing.

Associated Students Loan Fund: This fund has been established by the students of Olivet to assist their fellow students in the completion of their college work. Up to \$250 per semester or a total of \$500 is available at low interest to upperclassmen in the college.

National Defense Education Act: Olivet Nazarene College participates in the loan program sponsored by the federal government. The amount available varies from year to year. A Parent's Confidential Statement must be submitted for evaluation of need by the College Scholarship Service. Forms and instructions are available through the college.

U.S.A. Funds Loan: Bank loans are available to qualified sophomores, juniors and seniors, up to \$1,000 a year or a combined total of \$3,000 for undergraduate education. Repayments begin the first day of the fifth month after finish of undergraduate work. Payments are spread over 36 monthly installments. If a student leaves college before graduation, payments start within 30 days but one may take up to three years to repay. 6% simple interest is charged.

Information or application blanks pertaining to scholarships and grants-in-aid may be obtained from the Director of Admissions. Information regarding loan funds may be secured from the Comptroller's office.





Student Life

Under the direction of the Dean of Students, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities and an extensive system of counseling and guidance, it is hoped that each student will be enabled to develop his full potential.

COUNSELING SERVICES

Olivet College provides an effective counseling program which is designed to make capable and mature counselors available to students. Each entering freshman is enrolled in a Freshman Orientation course and assigned to a faculty counselor who serves as the instructor of the course and as his counselor until he has chosen his major, at which time he will be assigned to his major academic counselor.

Besides his assigned counselor the student is encouraged to call upon all of the counseling services on the campus including the Head Resident Counselors, student monitors and all of the administrative personnel of the college.

FRESHMAN ORIENTATION

Olivet Nazarene College seeks to assist in every way possible in orienting its students to the academic and social and religious life of the college. Hence, the orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities, especially designed to assist the student in launching a successful college career.

A special orientation program for incoming freshman is sponsored by the college at three (3) times during the summer months prior to the opening of school; one in July, one in August, and one in early September (see calendar). At this time each freshman will visit the campus with his parents and will participate in the pre-registration testing program and will be registered for the first semester of academic work. At this time, also, orientation sessions will be held with the parents to acquaint them with the college program.

In addition to these orientation programs, a one semester orientation course entitled, Personal Development (Psychology 1) carries the formal orientation effort through first semester and all freshmen are required to register for this course. The total orientation program is co-ordinated with the guidance services of the institution and is under the joint direction of the Dean of the College, Dean of Students, and the Director of Admissions.

RULES OF CONDUCT

Students are immediately responsible in matters of conduct to the officers in charge of the various dormitories and resident halls of the college. These officers are responsible to the President through the Dean of Students and Head Resident Counselors for personnel guidance to all students, not only those living on the campus, but those living in their own homes. The resident counselors and student advisors, who work with them and under their direction, will be of great assistance to all students.

Rules and practices of conduct are formulated with the welfare of the students as a whole in mind and with a view to promoting the highest spiritual and scholastic attainments. The school reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the rules.

The students are expected to observe the following regulations:

1. They will refrain from the use of coarse or obscene language and from the use of tobacco and alcoholic liquors.

2. All forms of hazing are forbidden. Students will refrain from boisterous conduct about the buildings. The possession of firearms or explosives of any kind is forbidden.

3. Evening study hours shall be observed Monday through Thursday from 7:15 to 10:00, during which time quietness shall prevail in all living quarters and throughout the campus.

4. Students will refrain from attendance at questionable or cheap places of amusement, including the moving picture shows, dances, public bathing places, pool halls, and the like.

5. All automobiles owned or operated by students to and from Olivet Nazarene College and on the campus must carry an official college automobile permit. All students are eligible to register an automobile upon application with the Dean of Students at the time of registration or within 48 hours after securing an automobile thereafter. Failure to register an automobile according to these regulations may result in a fine and denial of permit for the remainder of the semester. Single students living under college supervision, either in college residence or in college approved private homes are advised not to maintain automobiles for personal use while enrolled at Olivet.

It is within the discretion of the college administration to disqualify any applicant or revoke a permit by reason of any one or all four of the following: (1) academic deficiency, being interpreted as falling below a grade point average of 1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily discharge financial obligations while

enrolled as a student: (3) social infractions, particularly those involving the use of automobiles; and (4) excessive traffic violations. An automobile permit may be revoked at any time by the Dean of Students if it is considered that the student is misusing his automobile privilege. A copy of Olivet's Official Automobile Regulations is given each student at the time of his matriculation at the college.

Automobiles used for student transportation shall be fully covered by liability and property damage insurance at all times.

Minors may not have an automobile permit without the written approval of parents.

6. Students are expected to observe all rules and regulations governing the various resident halls.

7. All students are expected to attend regularly Sunday School, morning and evening preaching services, and mid-week prayer meeting.

8. All campus leaves are subject to permission of the Head Resident Counselor for Women or the Head Resident Counselor for Men. Freshmen and sophomore students are limited to one week-end pass per month.

9. Students who room at private residences in town are under the same rules as students who room in the residence halls. Students who live in their own homes in the community are permitted to enjoy the usual privileges of the home as allowed by their parents. However, they will be expected to conform, in general, to the same rules of conduct followed by other students.

10. It is undesirable for students to be married during the academic school year. Under certain circumstances, permission may be granted by the college president for students to marry during the Christmas or Spring vacations only. In no case will a student be permitted to marry without the permission of the President of the College.

11. The use of private cars for social activities involving both young men and young women must have the approval of the Head Resident Counselor for Women.

12. The school has the authority to formulate reasonable rules at any time, in keeping with the standards and purposes of the institution.

13. Arrangements for single students living off the campus must be approved by the Dean of Students or the Head Resident Counselors. Both the student and the householder are required to sign a housing agreement furnished by the college.

14. The following is a statement for guidance in matters of dress:

Olivet Nazarene College has traditionally sought Christian simplicity, modesty and propriety in dress and appearance. This is in harmony with the Bible and the *Manual* of the Church of the Nazarene. All students are expected to comply with the spirit as well as the letter of the general rules of the Church of the Nazarene in these matters.



ORGANIZATIONS AND ACTIVITIES

The governing unit of the organization of Associated Students of Olivet Nazarene College is the Student Council. This body is responsible, along with the college administrative officers, to foster wholesome social and religious activities on the campus. Under its jurisdiction the various academic and social clubs carry out these various activities. These clubs provide avenues of expression of special educational interest and give opportunity for laboratory experience on the part of their members. These clubs include: Commerce Club, Gale Organ Guild, Home Economics Club, Honor Society, Association of International Students, Music Educators, Pre-Med Club, Platonian Philosophical Society, Psychology Club, Public Affairs Club, Science Club, Sigma Tau Delta (English Club), Sociology Club, Speech Club, Student Education Association, and the Young Republicans Club.

Publications—The students at Olivet sponsor two publications: the *Aurora*, the college annual, and the *Glimmerglass*, a bi-weekly newspaper. These publications provide a channel for literary and artistic expression and add greatly to the general interest in the school life. In addition to these publications the *Olivet Collegian*, a quarterly, is published by the college administration.

Residence Associations—The Women's Residence and the Men's Residence Hall Associations are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of dormitory life improvement. Among some of the activities sponsored by these various organizations are: prayer meetings, open house, teas, spir-

itual counseling, basketball tournaments, and various inter-dorm activities. The W.R.A. and M.R.H.A. Councils consist of an elected president and representatives from each of the four academic classes. Each one living in the dormitory is ipso facto a member of one of the associations.

Religious Organizations—The Student Council sponsors several religious organizations for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service. These organizations include: Ministerial Fellowship, Christian Service Council, Evangels, Student Prayer Band, and Missionary Band.

Music—The Division of Fine Arts provides opportunity for musical expression to experienced vocal students through its music organizations. Three choirs are sponsored: Orpheus Mixed Chorus, Vikings Male Chorus, the Treble Clef Ladies Choir. Participation is on a competitive basis. Appearances include church services, local concerts, and an annual tour of our educational zone. In addition to the vocal choirs, the division sponsors the Olivet Symphony, String Quartet, Brass Choir, and the Concert Band for those students interested in instrumental music. Their activities include local public performances for church services and social gatherings, Commencement concerts, athletic events, and some concert tours on the educational zone. Quartets and trios represent the college in various local and community programs and on the educational zone in the summer months.





Birchard Gymnasium

Intramurals—Olivet Nazarene College sponsors a well balanced intramural program which includes literary, music, and athletic activities. The intramural program includes a wide range of interest such as debate, public speaking, music contests, sports, and drama.

The intramural program is under the direction of the Intramural Council which is comprised of the Dean of Students, director; president of Associated Students; intramural society presidents; and the chairman of the departments of physical education, speech, and division of fine arts. The President and Dean of the College are members *ex officio*.

There are six (6) intramural societies. They are:

BETA ALPHA EPSILON
GAMMA PHI
KAPPA ALPHA TAU

DELTA PHI THETA
ZETA RHO PHI
SIGMA PHI LAMBDA

Each student regularly enrolled in the College for a minimum of six hours or more automatically becomes a member of one of these societies. Each student is assigned in alphabetical order (after being classified according to sex) upon matriculation to the College. Once the assignment is made, the student is not permitted to change membership to another society and retains this membership until graduation or permanent withdrawal from the College. Each society elects a faculty sponsor to serve for a period of one year.

The activities are carried out on a competitive basis. Students participating in the various events can earn points both for participation and for placing. These points may be accumulated by the individual toward winning of the Individual High Point Award and at the same time add

to the accumulative total of points of his society toward the possible winning of the President's Cup. These awards are presented to the individual and society which accumulates the most total points for a given year. The Athletic Committee elects one man and one woman for the Slagg Award. To be eligible for this award, the person must have competed in at least three major sports during that college year. The Senior Intramural Award is given to two senior men and two senior women. They are nominated by the Athletic Committee and elected by a vote of the Faculty.

The splendid field house on the campus includes an indoor track and an excellent swimming pool in addition to the excellent outdoor ball diamonds, and the field and track facilities which add greatly to the interest and effectiveness of the athletic program.

The Council sponsors six (6) intramural literary-music contests each year (three each semester) . Points are awarded for individual participation and for placing on the same basis as they are for minor athletic sports events.





College Church

Academic Regulations

REGISTRATION

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed applications and have been accepted) will be supplied with specific directions for registration. Students are counseled by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of \$2.00 per day for the first two days and \$1.00 per day thereafter, not to exceed a total of \$6.00, to cover the additional expenses.

No student will be permitted to register for any course, if in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work.

The normal student load is from fifteen to seventeen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without special permission from the Dean. An extra charge is made for every hour taken in excess of this amount.

Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students.

<u>Hours Per Week Outside Work</u>	<u>Course Load in Credit Hours</u>	<u>Hours Per Week Outside Work</u>	<u>Course Load in Credit Hours</u>
Up to 20	14 to 17	31 to 36	9 to 10
21 to 25	12 to 13	37 to 45	4 to 8
26 to 30	10 to 11	Over 45	2 to 3

A course load above the guide should be permitted only if the student's honor point average is 3.0 or above.

It is required of freshmen, and recommended for all students, that they take either two courses after 12:30 p.m. or one course meeting on Saturday or after 2:30 p.m. This applies only to students carrying 10 or more hours.

A student may drop a course or change his program during the first week of a semester without charge. After that there will be a charge of \$2.00 for each change. A limit of three school days is set for completion of such change. Further delay will require a fee of one dollar per day in addition. If a student is failing in a course at the time of dropping, the failing grade will be entered on his record. The grade for all courses dropped after the first ten weeks will be recorded as failing except in case of serious illness or other extenuating circumstances which, in the opinion of the Dean of the College, warrants leniency.

All changes in registration must be made through the Registrar's office, with approval by the Dean of the College and the student's counselor.

Academic Regulations

CLASSIFICATION OF STUDENTS

College students are classified according to the total number of hours for which they have credit and the number of honor points they have earned. A student's honor points must at least equal twice his credit hours to meet classification requirements.

The requirements for classification as a candidate for a degree on the basis of hours and honor points are as follows:

Freshman standing—Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing—25 hours and at least 50 honor points.

Junior standing—58 hours and at least 116 honor points; completion of freshman general education courses as follows: English, 6 hours; social science or history, 6 hours; mathematics and/or science, 6 hours; Biblical literature, 4 hours; physical education, 2 hours.

Senior standing—93 hours or above and 186 honor points or a reasonable assurance of being able to meet all graduation requirements within the year or by the end of the next summer session; completion of sophomore general education courses as follows: fine arts, 3 hours; Bible and religion, 8 hours; language, 5 hours.

Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Dean and the consent of the department concerned, be admitted to the College as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 30 semester hours.

Students are classified at the beginning of the school year and the minimum requirements for the respective classes must be met at that time. Chapel seating, class activities, and listing in college or student publications will be carried out in accordance with the above classification.

ADMISSION TO JUNIOR STANDING

During the semester in which he expects to complete 50 or more hours of college work, the student should secure from the Registrar an "Application for Admission to Junior Standing." This will normally take place during the spring of the sophomore year following a battery of achievement tests in general education. The completed application must be filed in the Registrar's Office and will be approved only when the following conditions have been met:

1. The required number of hours, including specific courses and areas as listed above, are completed.
2. Satisfactory completion of the Sophomore English Test.
3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.

The student who is revealed in the Sophomore English Test to have a deficiency in English usage, as determined by the faculty, will be required to take additional work in English at his own expense.

A student will not be permitted to register as a junior until the Application for Junior Standing is completed.

ATTENDANCE REQUIREMENTS

Credit for work done in any course presupposes regular class attendance. Absences not in excess of the number of regular weekly meetings in the course will not be considered as serious. It is deemed an unwise and objectionable practice for a teacher to give a passing grade to a student who has missed 25% of the class sessions for any reason whatsoever.

A fee of \$1.00 will be charged for each class missed immediately before or immediately after a scheduled holiday or vacation, not to exceed a total of \$4.00 for any holiday period, with a provision that the charge may be waived at the discretion of the Dean of the College if the absence is not for an extension of the vacation period.

Absence from a previously announced or scheduled test or examination will require consent of the instructor and a written permit from the Dean of the College, before the assignment may be made up. A fee of \$2.00 will be required, which may be waived in case of unavoidable circumstances.

Protracted absence does not constitute a withdrawal and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see section on registration.

CHAPEL ATTENDANCE

The chapel service at Olivet is considered a vital part of the program of the college. It is the one activity in which the entire college personnel—faculty members and students—participate.

Chapel services are held four times each week. Attendance is subject to the following regulations:

- (a) All full time students (those carrying 12 hours or more) are required to attend full time. Attendance of part time students may be adjusted in proportion to the academic load. Attendance is optional for those carrying five hours or less.
- (b) Four unexcused absences are allowed full time students each semester. Part time students are allowed unexcused absences equal to the number of required attendances per week. These are allowed for personal convenience and should be used wisely. Chapel excuses for illness or other emergencies may be obtained at the time of occurrence when proper evidence is presented.
- (c) A tardiness counts as an absence unless a *tardiness report* is received from the checkers upon entering chapel, and is presented at the chapel attendance office within 24 hours. Three reported tardinesses shall count as one absence.

Attendance in chapel is checked as closely as class attendance. Unexcused absences beyond the provisions of (b) above will be subject to serious disciplinary action.

SCHOLARSHIP

Grading: A record of attendance and scholarship is kept for each student. Reports of the student's class standing are given at the middle and close of the semester. These will be sent home to the parent or guardian if the student is a minor or upon request.

Academic Regulations

The alphabetical system of grading prevalent elsewhere is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); W for withdrawn before quality of work can be determined (usually before the end of the fourth week); WP for withdrawn passing; WF for withdrawn failing; and I for incomplete. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within three months after the grade period ends or the record will be marked "failure."

In addition to the semester hours required for graduation, it is required that the students have twice the number of scholastic honor points based upon the quality of work performed. These honor points are determined as follows:

For every grade of A, 4 honor points per hour.
For every grade of B, 3 honor points per hour.
For every grade of C, 2 honor points per hour.
For every grade of D, 1 honor point per hour.
For every grade of F, 0 honor points per hour.
The grades of S, U, W, WP, and WF are neutral.

A minimum average grade of "C" (2.0) is required for graduation.

Honor Society: Sophomores who have a cumulative scholastic average of 3.35 and Juniors and Seniors who have cumulative averages of 3.2 and above are eligible for membership in the college honor society. (See paragraph on Graduation Honors.) A scholarship average of 3.35 is required for inclusion in The Dean's List.

An average of B is required for recommendation to a graduate school for graduate work.

Probation: Failure in one-third or more of the semester hours carried in any one semester will be considered justifiable reason for refusal to permit the student to remain in college.

In order to maintain a high standard of scholarship an instructor may, with the approval of the Dean of the College, exclude or drop from his classes any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the course.

A student who fails to maintain a grade average of C (2.0) is considered to be doing unsatisfactory work. When his cumulative college grade average falls below the figures indicated below for his classification, he will be placed on scholastic probation:

Freshmen	1.60
Sophomores	1.75
Juniors	1.90
Seniors	2.00

A student may also be entered on probation due to low high school grades or entrance tests. Probation suggests that unless satisfactory work is shown in the next semester, the student will be discouraged from continuation of his college work. Students will be discouraged from continuation to the fourth year of work if they do not have a grade point average of 2.0 or better.

Eligibility: A grade average of 1.75 for the last preceding grade period is required for students to participate in any public program or service away from the campus as a member of an ensemble group of two or more persons. This applies specifically to choirs, quartets, trios, and duets, as well as to athletic teams, and speech or other groups. Participation in any extra-curricular public program on the campus, including athletics, requires a minimum grade average of 1.75 for the preceding grade period. This does not apply to religious or devotional services on the campus. Nor does it apply to activities for which college credit is given. However, any extra-curricular activity which goes beyond that reasonably required for the credit allowed in a given course will come under this category.

Eligibility for participation in extra-curricular activities will be determined at the end of each grade period, and the faculty will be provided with the ineligibility list by the Dean of the College. A student must be enrolled in a minimum of six hours to be eligible for participation in intramural athletics.

PRIVILEGES OPEN TO SUPERIOR STUDENTS

A superior student is urged to make the most of his scholastic opportunities and to advance in accordance with his abilities. To give greater flexibility in the schedule and to provide for specialized studies, a student with a 3.0 grade point average and who has ranked in the upper quartile of his sophomore class according to the objective test in the field of his interest, may apply for directed study or for graduation with departmental honors.

Directed Study in the sophomore, junior or senior year is open to superior students in most departments offering majors. In order to engage in directed study, a student must apply to his instructor for permission to pursue a subject of particular interest not already treated extensively in a regular course. On written approval of the instructor and the Dean of the College the student may register for from three to six hours of credit. The name of the applicant together with the plan of the course to be pursued, must be recommended by the head of the department in which the work is to be done to the Dean of the College for approval not later than the second Friday after the opening of the semester.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Admissions and Scholarship Committee. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program.

Credit for directed study will be indicated on the transcript by use of the department name and the number 99. Honors course work will be indicated by the department name and the number 100.

Academic Regulations

ASSISTANTSHIPS

A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene College. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from \$75 to \$300 for the year. All appointments are for one year (two semesters), and are conditioned on satisfactory service. Appointments are made by the Dean of the College on the recommendation of the Chairman of the Department and Chairman of the Division. Application should be made to the Dean of the College by March 1 preceding the school year in which the appointment is to become effective.

HONORS

Phi Delta Lambda: Olivet Nazarene College has a chapter of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

Graduation Honors: Graduation with highest honors (*summa cum laude*) requires an honor point average of 3.85.

Graduation with high honors (*magna cum laude*) requires an honor point average of 3.6.

Graduation with honors (*cum laude*) requires an honor point average of 3.35.

Graduation honors will be based on the grades of the entire college course.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work taken toward the degree; and on the basis of work done at Olivet Nazarene College. Whichever average is lower will be used as the basis for honors. In any case, the last 60 hours of work must be taken at Olivet if one is to qualify for honors.

College Marshal and College Queen: Each year the young man and the young lady in the junior class having the highest cumulative grade point averages are designated as College Marshal and College Queen respectively and lead the commencement procession.

Senior Citizenship Award: Each year one man and one woman from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Citizenship Award. The selection is based on campus citizenship, scholarship, leadership, and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day and the names of those honored are engraved on a plaque.

GENERAL REQUIREMENTS FOR GRADUATION

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The College, through its counselors and the credit summaries provided for the College by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education, or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office not later than the September preceding the graduation.

To satisfy the residence requirement, the student must take, either the last year (30 semester hours) at Olivet Nazarene College, or, he must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene College. Included in the hours offered to satisfy the residence requirement must be at least one half of the major and/or sufficient hours to complete a major satisfactory to the Chairman of the major department and the Registrar.

Second Bachelor's Degree: Some students desire to take a second Bachelor's degree. It is often possible to work off the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 30 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree. In no case will more than one degree be conferred upon a candidate at any one commencement.

Senior Comprehensives: The college administers the Area Tests and the Advanced Test appropriate to the student's major known as the Graduate Record Examinations. These tests are required of all seniors to give a standardized measure of the college achievement.

PROFICIENCY EXAMINATIONS

Students may be permitted to establish credit for courses listed in our catalog by proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given a grade of "credit" unless he has made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades; (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) Not more than ten semester hours credit can be earned by proficiency examinations for any degree; (6) Applications for the examination must be approved in advance by the Dean of the College; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Dean of the College, or the chairman of the division in which the student is enrolled. The signatures of all three examiners are required.

Academic Regulations

SUMMER SCHOOL

Olivet offers two summer sessions each offering full college credit, operating on an accelerated schedule of classes. In the regular, eight-week session, one can earn eight or nine semester hours of credit. In the three-week Post Session, one can earn three hours of credit. Dates of the summer sessions are carried in the College Calendar. All students apply through the Director of Admissions by the deadline indicated. Registration for Summer School is conducted on the morning of the first day of the session.

TRANSCRIPTS

Students wishing to transfer to another institution, or who otherwise desire a transcript of their college work, should present a written request to the Registrar, giving notice of at least one week. Near the beginning or end of a semester the period required to process a transcript request may be somewhat longer.

One transcript is furnished each student without charge; for each additional transcript of credits a fee of \$1 is required, this fee to be sent to the Registrar with the request. A transcript will not be issued to or for a student who is indebted to the college.



Teacher Education

Teacher education at Olivet Nazarene College makes use of the total educational resources of the college, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Committee and other policy making bodies of the College. The program is designed to bring the resources of the College to bear most effectively in the education of teachers.

OBJECTIVES OF TEACHER EDUCATION

Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. (*Catalog*, pp. 4 and 5) They constitute the general objectives of teacher education.

Within the framework of the general objectives of the college, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. Possesses competency in the area(s) of specialization in which he expects to teach.
2. Understands the school as a social institution and teaching as a profession, and is able to interpret the school and its function to the public.
3. Has a professional attitude that insures quality service and continued growth in the profession.
4. Understands human development, behavior, adjustment, learning process, and individual differences.
5. Knows instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and understands their basis in principles of development, learning, and individual differences.
6. Appreciates the opportunities for Christian service in the teaching profession.
7. Organizes and presents learning experiences effectively.
8. Is aware of the teacher's relationships to students, professional colleagues, and the public, and possesses the knowledge and skills implied by these relationships.
9. Integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination.
10. Accepts the child as a person worthy of respect and has faith in his improvement through the medium of organized education.
11. Makes educational decisions that are coherent with a growing personal philosophy of education.
12. Makes use of basic knowledge of himself and of the profession in determining his anticipated role in the profession of education.
13. Makes accurate appraisal of the requirements of teaching positions and of his qualifications relative to them.
14. Accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

Teacher Education

PROGRAMS OF TEACHER EDUCATION

General Education for Teachers

The general education for teachers is the same as that of other students in the college (see p. 8) except that choices within the program must be made and the hours possibly slightly increased to include the following:

- a. Four semester hours of mathematics which may be reduced by proficiency established by examinations.
- b. A course in American History or Government.
- c. Introduction to Psychology.
- d. Four semester hours in Health and Physical Education.

Students preparing to teach in elementary school or junior high school, and those preparing to teach primarily in the subject matter fields of business, home economics, music and physical education may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may elect courses in international understanding (see p. 8) in the General Education Program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

Senior High School Program

Professional Education. The required professional education sequence for prospective high school teachers is as follows:

Educ. 22—Intro. to American Public Education.....	2 hrs.
Educ. 23—Developmental Psychology	3 hrs.
Educ. 51—Educational Psychology	2 hrs.
Educ. 52—Principles of Teaching.....	2 hrs.
A Special Methods Course.....	2 hrs.
Educ. 86—Supervised Student Teaching in the Secondary School....	6 hrs.
Educ. 89—Philosophical Issues in Education.....	2 hrs.
	<hr/> 19 hrs.

Subject Matter Specialization. Students planning to teach in secondary schools will normally be prepared in at least two teaching fields. The fields in which teaching subject concentrations are offered are: biology, chemistry, physics, general science, mathematics, social studies, history, English, French, Spanish, physical education, business, music, and home economics.

The major teaching field must consist of 32 semester hours (which may in most cases include a special methods course) or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 24 semester hours. Minimum requirements for the different fields are as follows: biology, 24 (to include about half botany and half zoology) business subjects, 20; foreign language, 26 (which may be reduced to 20 on the basis of foreign language study in high school); general science, 24 (must be about half biological science and half physical science); home economics, 24; language arts, 24 (at least 16 of which must be in English); mathematics, 20; music, 20; physical education, 20; physical science, 24; social studies, 24. Teachers in the various science fields must offer a minimum of 10 semester hours in a second science field.

Junior High School Program

Professional Education. The required professional education sequence for students in the Junior High School Program is as follows:

Educ. 22—Intro. to American Public Education.....	2 hrs.
Educ. 23—Developmental Psychology	3 hrs.
Educ. 51—Educational Psychology	2 hrs.
Educ. 52—Principles of Teaching.....	2 hrs.
A Special Methods Course.....	2 hrs.
Educ. 70—Junior High School Teaching.....	2 hrs.
Educ. 85—Unified Studies or Core Curriculum Student Teaching	

or

Educ. 86—Supervised Student Teaching in the Secondary School....	6 hrs.
Educ. 89—Philosophical Issues in Education.....	2 hrs.
Educ. 91—Diagnostic and Remedial Reading.....	2 hrs.

Electives to make a total of 24 hours

Subject Matter Specialization. For those preparing to teach in the junior high school a major teaching area and one minor teaching area or three minor teaching areas are required. The teaching areas are the same in semester hour requirements as those for the high school but the content may be varied in the direction of breadth rather than depth. The content of each teaching area and the particular combination of areas taken must be approved by the Committee on Teacher Education or be similar to programs already approved by that Committee.

The following subject matter combinations are suggested; others may be approved by the Committee on Teacher Education: unified studies (social studies and English); language arts—foreign language; language arts—music; language arts—social studies; social studies—business; social studies—physical education; biology—general science; general science—mathematics; mathematics—business; mathematics—general science; mathematics—physical education; general science—physical education; physical education—social studies; physical education—mathematics; and physical education—music.

A course in speech is required as a supporting course in the Junior High School Program unless the student passes an individual test administered by the speech department.

Elementary School Program

Professional Education. The required professional sequence on the Elementary Education Program is as follows:

Educ. 22—Introduction to American Public Education.....	2 hrs.
Psych. 23—Developmental Psychology	3 hrs.
Educ. 51—Educational Psychology	2 hrs.
Educ. 55—The Teaching of Reading.....	3 hrs.
Educ. 56—Arithmetic in the Elementary School.....	2 hrs.
Educ. 84—Supervised Student Teaching in the Elementary School....	6-8 hrs.
Educ. 87—Elementary School Curriculum and Management.....	2 hrs.
Educ. 89—Philosophical Issues in Education.....	2 hrs.

Electives to make a total of 24 hrs.

Teacher Education

Subject Matter Preparation. The required subject matter preparation for elementary school teachers is as follows:

- 1. Language Arts (including speech and Children's Literature).....16 hrs.
- 2. Social Science (including U. S. history or U. S. government).....16 hrs.
- 3. Natural Science (both biological and physical).....16 hrs.
- 4. Fine and Applied Arts (Minimum of 4 hrs. each in music and art) . .12 hrs.
- 5. Mathematics—7 hours, which may be reduced by proficiency established by examination..... 7 hrs.
- 6. Health and Physical Education (including Hygiene or Health Observation and First Aid and a course in Methods and Materials of Physical Education)6-7 hrs.
- 7. Additional hours to provide one of the following specializations:
language arts 24, social studies 24, natural science 24, art 16,
music 16, foreign language 16, physical education 16, mathematics 12.

Suggested Courses for an Elementary Teacher

1st Year	
Personal Development.....	1
General English Composition.....	6
U. S. History.....	6
Biblical Literature	4
Physical Education	2
Mathematics	3-4
Biology	5
Hygiene or Health Obs. and First Aid.....	2
Piano 11	2
31-32	

3rd Year	
Ed. Psych.	2
Lang. Arts Meth.	2
Teaching Reading	3
Teaching Arith.	2
Science	2
Music	2
U. D. Bib. Lit.	2
Fund. Draw.	1
Marriage & the Family.....	3
*World Politics	3
Human or Phy. Geog.	2
Electives	8
32	

2nd Year	
Intro. to Am. Public Education.....	2
Devel. Psychology	3
Christian Doctrine	4
Intro. to Literature.....	4
Intro. to Psychology.....	3
General Physical Science.....	5
Speech	3
Crafts	2
Mathematics	3
Intro. to Fine Arts.....	3
Human or Phys. Geog.	2
34	

4th Year	
Student Teaching	8
U. D. Bib. Lit.	2
Art for Teachers.....	2
Phil. Issues in Ed.	2
Child. Lit.	2
Elem. Sch. Music.....	2
Elem. Sch. Curr. & Org.	2
P. E. Meth.	2
*Intern. Organ.	3
Unit Methods	2
Electives	3-5
30-32	

* These two courses are counted in both the Social Science and International Understandings areas.

Music Teaching Program

Professional Education

Educ. 22—Intro. to American Public Education.....	2 hrs.
Educ. 23—Developmental Psychology	3 hrs.
Educ. 51—Educational Psychology	2 hrs.
Educ. 52—Principles of Teaching (2 hrs.) and a Special Methods Course, or two Special Methods Courses.....	4 hrs.
Educ. 89—Philosophical Issues in Education.....	2 hrs.
Music Ed. 97—Student Teaching	6 hrs.

Subject Matter Specialization

See *Catalog*, pp. 62 and 64, for subject matter requirements for Music Education.

ADMISSION TO TEACHER EDUCATION

Admission to the Teacher Education Program of the College is necessary for admission to special methods courses in education and to student teaching. Normally the student will apply for such admission near the end of the sophomore year and immediately after, or while taking, the first two courses in the professional sequence. Otherwise, progress through the professional sequence of courses may be delayed. Application blanks may be secured at the Education Office. Applications are acted upon by the Committee on Teacher Education. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. 2.00 grade point average.
2. Clearance by the office of the Dean of Students.
3. Satisfactory performance on English tests.
4. Satisfactory recommendations from college teachers.

In submitting references students should be sure to include the names of faculty counselors. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Pre-student teaching laboratory experiences including the use of films (vicarious experience), school observation and participation are provided in connection with some of the education courses prior to student teaching. Especially recommended is the September experience where students observe and if possible participate in opening of school activities. Students are to keep records of pre-student teaching laboratory experience, together with signatures of supervising personnel on blanks provided for the purpose. These records are kept in the students' folders in the Teacher Education Office and are considered in connection with admission to the Teacher Education Program and in connection with placement in student teaching assignments.

Teacher Education

ADMISSION TO STUDENT TEACHING

Students planning for student teaching in the fall semester should submit applications by the preceding May 1. Students planning for student teaching in the second semester should make application by October 10. Prerequisites to student teaching involve previous admission to the Teacher Education Program of the College, and at least two methods courses. (See descriptions of student teaching courses, page 52). In addition each candidate for student teaching must be approved by the Committee on Teacher Education before he can be registered and assigned. The approval of the candidate's major department, over-all grade point average of 2.2, and, for senior high school student teachers, a grade point average of 2.5 in the major field are required.

STUDENT TEACHING AND THE PROFESSIONAL SEMESTER

The college is committed to the plan of block schedule (full time for eight weeks) student teaching. To implement this program, students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for the semester in which student teaching is to be done. A semester which involves mostly student teaching and other professional courses is known as a professional semester. All elementary school student teachers engage in block schedule student teaching. Students preparing to teach in the secondary school who cannot arrange for block schedule teaching should be sure to clear at least half days consecutively through the week for student teaching activities. Block schedule student teaching is offered during the first eight weeks, (Block I) the second eight weeks, (Block II) and the third eight weeks (Block III) of the college academic year. One regular semester course may be taken concurrently with student teaching, provided it does not conflict with the student teaching assignment. One block schedule college class may be taken concurrently with high school student teaching and this course might very well be a special methods course for the area in which the student is doing student teaching.

SECURING A TEACHING CREDENTIAL

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches. Prior to graduation each prospective teacher should file application for a teaching certificate. Applications should be filed through the Registrar's Office. Application forms for many states are available there. These applications should be completed during the spring semester of the senior year.

PLACEMENT OF TEACHER CANDIDATES

The College maintains a Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and

maintains the student's credential file after he graduates. The placement service of the College is free to the graduating senior and is available to registered alumni for a nominal fee. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering. A charge is made for registration after graduation.

THE CURRICULUM LIBRARY AND MATERIALS CENTER

A Curriculum Library and Materials Center is maintained under auspices of the Department of Education in cooperation with the Library and Audio-Visual Aids Center. The Curriculum Library and Materials Center houses school textbooks, trade books, curriculum guides, professional pamphlets, resource units, and other instructional materials not usually accessioned and catalogued in the main library. These materials are available for examination and use by student teachers, faculty members and off-campus supervisory teachers. The Department of Education faculty member in charge of the Center is available for consultation concerning instructional materials.

THE TEACHER EDUCATION OFFICE

While teacher education is a function of the whole college, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.





Memorial Library



Courses of Instruction

The courses of study in the college are grouped in six divisions. Courses are to be located in this catalog according to the alphabetical listing of the divisions. Those courses marked with an asterisk (*) will be given only in alternate years. All departments listed below offer majors except for the departments of Art and Economics. The first instructor named under each department heading is the chairman of that department. Courses are numbered according to the following system:

- 1-19 Primarily Freshman Courses
- 20-49 Advanced Lower Division (freshman and sophomore) Courses
- 50-89 Upper Division (junior and senior) Courses
- 90-100 Reserved for Seniors, Specialized Courses, Independent Study, and Honors Courses.

The departments included in each division are as follows:

- I. Division of Education and Psychology
 - Education
 - Psychology
 - Physical Education
- II. Division of Fine Arts
 - Art
 - Music
- III. Division of Languages and Literature
 - Classical Languages and Literature:
 - Greek and Latin
 - English Language and Literature
 - Modern Languages and Literature:
 - French, German, Russian, Spanish
 - Speech
- IV. Division of Natural Sciences
 - Biological Sciences
 - Chemistry
 - Mathematics and Astronomy
 - Physics
- V. Division of Religion and Philosophy
 - Biblical Literature
 - Philosophy
 - Religious Education
 - Theology
- VI. Division of Social Sciences
 - Business Administration
 - Economics
 - History and Political Science
 - Home Economics
 - Sociology and Anthropology



DIVISION OF EDUCATION AND PSYCHOLOGY

Vernon Groves, Chairman

The Division includes the Departments of Education, Psychology, and Physical Education.

The Division attempts to help achieve the aims of the college by: (a) giving the student an understanding of human behavior, emphasizing good mental and physical health through theory and practice; (b) helping the student make vocational preparation in the fields represented in the Division; and (c) helping the student see the practical application of Christianity in these fields of service.

EDUCATION

P. L. Schwada, V. T. Groves, Ruth E. Gilley, E. Endsley, B. Marquart, F. B. Dunn, Adeline Van Antwerp, Joyce Cox, W. Bennett.

The Education Department is a service department for the Teacher Education Program. Its objectives are included in those listed for this program, (p. 41). The department also offers courses to meet needs of students in other departments of the College. The Department of Education is responsible for courses in Library Science.

Students desiring to major in education must first be received into the Teacher Education Program of the college by action of the Committee on Teacher Education, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.0 point average in all college work. A 2.2 grade point average is required for admission to student teaching. Majors in education are provided for students preparing to teach at the elementary school level and at the junior high school level. For such teachers there are two routes of preparation differing slightly in the 24 hours of professional education required, and differing more in the areas of subject matter preparation. The requirements for these programs are listed under "Junior High School Program", p. 43, and "Elementary School Program", pp. 43-44.

A 19 hour minor in education is normally taken by students preparing to teach at senior high school level. Required courses for this minor are listed under "Senior High School Program", p. 42. Students minoring in Education must be admitted to Teacher Education (p.45) and must be admitted to student teaching before doing student teaching (p. 46). Students minoring in education must also present subject matter preparation acceptable to the Committee on Teacher Education.

5, 6—*Crafts for Elementary Teachers*

Experimental manipulation of media such as wire, soap, and paper sculpture; papier mâché; aluminum and glass etching; mosaics, mobiles, stables; puppetry; stenciling; stitchery; weaving, etc. with emphasis upon creative and correlated potentialities for the elementary classroom. Major research and demonstration project required. Two hours both semesters.

22—*Introduction to American Public Education*

A study of the American School system, its development, purposes, problems and practices. Exploratory for those not certain of entering teaching, introductory for education students, and informative for the interested citizen. Two hours.

23—*Developmental Psychology*

(Same as Psychology 23). Three hours.

51—*Educational Psychology*

A study of the learning process; individual differences; language and thinking; mental hygiene; evaluation. Prerequisites: Psychology 21 and 23 or consent of instructor. Two hours.

52—*Principles of Teaching*

A survey of psychological bases for methods and techniques; managing the environment; organizing materials of instruction; planning, motivating and guiding learning activities. Prerequisite: Education 23. Three hours.

54—*The Language Arts in the Elementary School*

A survey of current practices in the four fields of the language arts, listening, speaking, reading and writing, with emphasis on the interrelatedness of these language arts, combining theory and practice for effective improvement of expressive skills. The new trend of foreign language as part of today's curriculum will be studied. Prerequisites: Education 51 and admission to the Teacher Education Program or consent of instructor.

55—*The Teaching of Reading*

The nature and development of reading readiness; methods and techniques for teaching reading at different grade levels; providing for individual differences; selecting materials; raising standards and increasing appreciation. The course will also include a survey of special modern plans for meeting reading needs. Prerequisites: Education 51 and admission to the Teacher Education Program or consent of instructor. Three hours.

56—*Arithmetic in the Elementary School*

This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach which includes both the mathematical phase and the social phase of arithmetic in keeping with recent research findings. Prerequisites: Education 51 and admission to the Teacher Education Program or consent of instructor. Three hours.

*58—*Psychological and Educational Statistics*

(Same as Psychology 58.) Two hours.

59—*Tests and Measurements*

This course deals with the problems of test construction, their administration, and statistical interpretation. Prerequisite: Education 51. Three hours.

62—*Unit Teaching in the Elementary School*

A survey of the unit approach to organization of subject matter at the elementary level, including a study of the underlying theory with opportunities for students to plan, develop and evaluate units of work having social studies, science, and health cores. Prerequisites: at least two methods courses or consent of the instructor. Two hours.

65—*Art for Teachers*

Creative art as it should be taught in the elementary school. Various media are explored for unique correlations to the classroom curriculum. Two hours.

Education

66—*Elementary School Music Methods*

(Same as Music 66.) Two hours.

67—*Methods and Materials in Physical Education for the Elementary School*

(Same as Physical Education 67.) Two hours.

70—*Junior High School Teaching*

History and foundations of junior high school education; the teaching core and other instructional areas; the exploratory and guidance function of the junior high school; obtaining and using instructional materials; co-curricular activities; evaluation. Prerequisite: Psychology 23. Two hours.

*71, 72—*Teaching of Business Subjects*

(Same as Business 71, 72.) Two hours both semesters.

73—*Secondary Music Methods*

(Same as Music 73.) Two hours.

*74—*Teaching of Mathematics*

(Same as Mathematics 74.) Three Hours.

75—*Methods of Teaching Home Economics*

(Same as Home Economics 75.) Two hours.

*76—*Teaching of English*

(Same as English 76.) Two hours.

*77—*Teaching of Science*

(Same as Natural Science 77.) Two hours.

*78—*Teaching the Social Studies*

(Same as Social Science 78.) Two hours.

*79—*Teaching of Modern Languages*

(Same as French 79.) Two hours.

84—*Supervised Student Teaching in the Elementary School*

Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 51 and at least one other methods course. (Credit is not allowed for both this and Education 86.) Eight hours.

85—*Unified Studies or Core Curriculum Student Teaching*

Student teaching in block system or core curriculum classes at the junior high school level. Prerequisites: Senior standing, approval by the Committee on Teacher Education, appropriate subject matter background, Education 52 and Education 62, 54, 76 or 78 (concurrent registration in these courses may be permitted). Six hours.

86—*Supervised Student Teaching in the Secondary School*

Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 52 and an appropriate special methods course (concurrent registration in these courses may be permitted). (Credit is not allowed for both this and Education 84.) Six hours.

87—*Elementary School Curriculum and Management*

Schedules; reports; attendance records, and parent-teacher-principal-pupil relationships; modern trends and practices in curriculum organization; planning the educational program; intended as a culminating course in the preparation for elementary school teaching. Two hours.

89—*Philosophical Issues in Education*

Study of selected philosophical interpretations of education with a view to helping the student develop and express his personal philosophy of education. Two hours.

91—*Diagnostic and Remedial Reading*

An overview of reading development; causes of poor reading; how to help the slow learner in reading and to challenge the retarded reader; the diagnosis of reading difficulties; teaching reading in the content areas; practical helps for improving various reading skills; current reading programs for older students. Two hours.

92—*Introduction to Guidance*

A study is made of techniques for evaluating the interests and abilities of individuals for the purpose of educational and vocational guidance. Three hours.

93—*Principles of Counseling*

(Same as Psychology 93.) Three hours.

94—*Differential Psychology*

(Same as Psychology 94.) Three hours.

*97—*Audio-Visual Aids to Learning*

This course includes theory and practice in the use of audio-visual aids in the classroom with laboratory experience in the operation of sound-film projectors, strip-film projectors, opaque projectors, and other visual aids equipment. Two hours.

Library Science

23—*Use of Books and Libraries*

Practical information on the use of books, the Dewey classification, the card catalog, printed indices, bibliographies, and other reference books. Two hours.

24—*Library Procedures*

Concerned with the organization and procedures of the various departments of the library, from the book order to the placing of the book on the shelf. Cataloging methods and classification are studied and practiced. Two hours.



Psychology

64—*Children's Literature*

A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades. The course is a requirement for those planning to teach in the elementary grades in Illinois. Two hours.

68—*Books for Young People*

Concerned with the reading problems of the high school student. Analysis of books as an aid to the guidance of the individual student and a study of the available reading materials for this age group. Requires wide reading of books and corresponding bibliographical work. Two hours.

97—*Audio-Visual Aids to Learning*

(Same as Educ. 97.) Two hours.

PSYCHOLOGY

Vernon Groves, Walter Thomas

The purpose of the Department of Psychology is to present to the student the principles of human behavior based upon scientific research. The aim is twofold: (1) to prepare those who are interested in the field of psychology for further work in the field by providing a theoretical, historical, and methodological background; (2) to give sufficient training to those going into occupational areas and places of service where an understanding of psychological principles will be of benefit.

A major in the field of psychology will consist of a total of twenty-four semester hours, eighteen of which are listed as upper division. The following courses are required: Psychology 23, Developmental Psychology; Psychology 58, Psychological and Educational Statistics; and Psychology 62, Advanced General Psychology. This major requires eight hours of supporting course work in General Biology, Zoology, Genetics, and Physiology.

A minor will consist of sixteen semester hours, eight of which are listed as upper division, including Psychology 62, Advanced General Psychology.

1—*Personal Development*

A freshman orientation course designed to enable the student to develop his personality and life philosophy as well as to solve problems of college adjustment. (Does not count on psychology major or minor or other psychology requirements.) One hour.

21—*Introductory Psychology*

An introductory course in the scientific approach to the study of human behavior. The facts and principles of human behavior pertinent to everyday life are stressed. This course is prerequisite for all of the following courses in psychology. Three hours.

23—*Developmental Psychology*

A survey of human development from birth to maturity. Prerequisite: Psych. 21. Three Hours.

51—*Educational Psychology*

(Same as Educ. 51.) Two hours.

*58—*Psychological and Educational Statistics*

A basic statistical course for those intending to do work in psychological or educational research. The more common statistical concepts are discussed and their applications shown. (Credit will not be given for both Psy. 58 and Bus. Ad. 75.) Two hours.

59—*Tests and Measurements*

(Same as Education 59.) Three hours.

61—*Psychology of Human Learning

The principles that underlie the discovery, fixation, and retention of new modes of human behavior are studied. Emphasis is placed on both the theoretical and the applied aspects of learning. Prerequisite: 10 hours of psychology or permission from the instructor. Three hours.

62—*Advanced General Psychology*

This course is required of all majors and minors in psychology. Its purpose is to give a larger and more detailed background to those who are interested in the field. Prerequisite: six hours of psychology. Three hours.

64—*Theories of Psychology

A history of the field of psychology is given with particular emphasis being placed on the theoretical development from the prescientific era to the present time. Three hours.

65—*Psychology of Personality

A study is made of the definitions of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Three hours.

66—*Personality Ills (Abnormal Psychology)

A study of the symptoms and probable motivational sources of abnormal behavior. An outline of the types of personality maladjustments. Special attention will be given to religion as it may be utilized as a defense mechanism and to Christian faith as a curative factor in the treatment of such maladjustments. Prerequisite: 10 hours of psychology or permission from the instructor. Three hours.

67—*Psychology of Personal Adjustment*

The objective of this course is to give a general orientation to the subject of personal adjustment with some emphasis placed on mental hygiene. The individual and cultural determinants of behavior will be discussed. Two hours.

82—*Psychology of Religion

(Same as Religious Education 82.) Three hours.

85—*Experimental Psychology

This is a basic course in experimental design, methodology, and control used in an experimental approach to human behavior. This course will include both lecture and laboratory work. One hour lecture, four hours laboratory. Psychological Statistics is recommended as a preceding course. Three hours.

88—*Social Psychology

A consideration of the social factors which operate in influencing the behavior of the individual is made in this course. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation of the social psychologist. Two hours.

92—*Introduction to Guidance*

(Same as Education 92.) Three hours.

93—*Principles of Counseling*

Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of counseling techniques, and relation of counseling to other personnel procedures are considered. Three hours.

94—*Differential Psychology

A detailed study is made of individual differences in such areas as heredity, environment, age, sex, socio-economic status, etc. Prerequisite: six hours of psychology. Three hours.

Physical Education

PHYSICAL EDUCATION

C. W. Ward, Lora Donoho, John Crandall

The physical education department offers a service program in physical education as well as professional training leading to a major under the Bachelor of Science degree. An extensive intramural sports program is also sponsored by the department.

The Department of Physical Education has as its objectives the promotion of good health practices in the lives of all students, the development of Christian character through sportsmanship and co-operative team play, the teaching of worthy use of leisure time, arousing interest and developing skills in games and recreational activities, and providing students majoring in Physical Education with the fundamental knowledge and skill required for effective service to society.

Two semester hours of physical education are required of all students. Veterans may apply at the Registrar's office for credit covering service experience in the Armed Forces. In cases in which inability is certified by the school physician, substitutions may be arranged of the same number of hours in zoology, hygiene, or health training and first aid.



Two semester hours of General Physical Education are required as a prerequisite for all service and professional courses in physical education.

A Physical Education major consists of 27 hours in the department excluding General Physical Education and including 49, 51, 61, 63 and 71; 62 or 95; eight hours of methods selected from the following: 20, 21, 22, 23, 24, 25, and 67; and two hours of electives. Biological Science 7 is required of all Physical Education majors as a supporting course.

A minor consists of 20 semester hours, including 49, 71, either 61 or 63, and eight hours of methods selected from the following: 20, 21, 22, 23, 24, 25, and 67. The remaining hours of electives shall be selected from the professional curriculum in Physical Education. Biological Science 7 is required of all minors, however this will not count toward the 20-hour requirement for the minor.

1, 2—*General Physical Education*

This introductory course is designed to teach fundamental rules and skills for individuals and teams. The following individual and team games will be taught: softball, soccer, speedball, touch football, volleyball, badminton, indoor polo, shuffleboard, field hockey, track and field, tampline, and basketball.

11—*Swimming*

A course in which the student is taught swimming strokes, along with water games and activities. Prerequisite: two hours of General Physical Education. Not to be repeated for credit. One hour.

13—*Archery*

An activity course to give opportunity to develop skill in this popular sport. One hour.

15—*Tumbling and Apparatus*

An activity course arranged for those who wish to develop skill in tumbling, stunts, pyramid building, and apparatus exercises. Prerequisite: two hours of General Physical Education. One hour.

16—*Health Observation and First Aid*

Procedures for determining real health needs of students, and the use of health resources in the community. Also, a standard course in first aid, using the American Red Cross text book will be conducted. Three hours.

19—*Tennis*

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. Prerequisite: two hours of General Physical Education, or junior or senior standing. One hour.

20—*Advanced Tennis*

A very fundamental and practical course in the theory, practice, and playing of tennis. Two hours.

21—*Basketball*

An intensive study of the rules and problems relative to the development of successful offensive and defensive play. Two hours.

*22—*Track and Field*

Study and practice, the coaching techniques in track skills and forms of the various track events, training and conditioning, and the methods of administering track meets. Two hours.

*23—*Baseball and Softball*

This course combines the rules and coaching techniques common to both games. Two hours.

*24—*Football*

A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. Two hours.

*25—*Minor Sports*

A study of such games and activities as archery, badminton, volleyball, shuffleboard, soccer, etc. Techniques and skills necessary for giving instructions in these games will be stressed. Two hours.

*27—*Basketball and Officiating*

A study of technique, team play, rules, and rule interpretation of basketball for women with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. (Women Only) Two hours.

*28—*Methods of Individual Sports and Gymnastics*

This course will present techniques and procedure for teaching a number of selected individual sports, stunts, tumbling, and gymnastic exercise. (Women Only) Two hours.

Physical Education

**29—Methods of Teaching Team Sports for Women*

Techniques and procedures for teaching a number of selected team sports including softball, soccer, volleyball, and basketball. Two hours.

32—Advanced Swimming

Open to those students who wish to complete the requirements for life saving and water safety certification. Not to be repeated for credit. On hour.

**33—Youth Clubs and Camping*

(Same as Religious Education 33.) Two hours.

**34—Corrective Physical Education*

Exercises used as a basis for maintaining good body mechanics. Prevention of the development of postural defects. Two hours.

42—Intramural Participation

After completion of P.E. 1 and 2, a student may earn one additional hour of credit by active participation in the intramural athletic program. The student will be required to participate regularly in practice as well as in competition in order to qualify for credit. The sports are classified as A, B, or C, depending upon the length of the season and intensity of practice. Detailed rules for the earning of such credit are under the control of the Chairman of the Department of Physical Education. One hour credit maximum.

49—History and Principles of Physical Education

A course designed to give the student an understanding of tests and measurements that may be Physiological and educational principles as they relate to physical education. Three hours.

**51—Tests and Measurements in Physical Education*

A course designed to give the student an understanding of tests and measurements that may be used to judge the physical fitness of various age groups. Two hours.

**61—Physiology of Exercise*

A study of the effects of exercise on the circulatory system, respiratory system, and the musculature. Analysis of these systems and how to achieve maximum efficiency in physical performance is made. Three hours.

62—Care of Athletic Injuries

A course designed to meet the needs of high school instructors and coaches in the presentation, treatment and care of injuries and techniques of taping. Men only will be enrolled in this course. Three hours.

63—Methods in Secondary Physical Education

This course will deal with the methods, materials, and techniques pertinent to the teaching of Physical Education in the secondary school program. Special attention will be given to the interpretation of the developmental needs of the adolescent in terms of activity. One hour Laboratory. Prerequisite: P.E. 25. Four hours.

67—Methods and Materials in Physical Education for the Elementary School

This course is required of candidates for elementary teaching certification. Two hours.

**68—Weight Training in Athletics*

Basic conditioning programs for football, basketball, baseball, track, etc. A progressive resistance program of exercises for every type of athletic activity from team sports to individual sports. (Men Only) Two hours.

**71—Organization and Administration of Physical Education*

A study of the aims and objectives of physical education as related to those of general education. Principles of dealing with finance, school-home relationships, scheduling, eligibility, the press, maintenance, and personnel are studied. Three hours.

**95—Intramural Athletics*

History, objectives of intramural movement, administration, organization, and affiliation with other departments; units of competition, schedule making and scoring plans; rules, regulations and awards. Three hours.



DIVISION OF FINE ARTS

Curtis Brady, Chairman

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be of lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music.

Courses marked * will be given in alternate years.

FINE ARTS

1—*Introduction to Fine Arts*

A general education course designed to give the student (1) an understanding of the basic structural similarities of painting, sculpture, architecture, music, and poetry, and (2) a survey of the history of art from prehistoric times to the present. Three hours.

ART

Rockwell Brank

The Department of Art offers courses designed to develop appreciation for various art expressions and an understanding of art principles. A teaching minor in art consists of twenty hours, the courses to be approved by the chairmen of the departments of Art and Education.

3, 4—*Fundamentals of Drawing*

A basic study of the principles involved in creative drawing. The media consists of charcoal, pencil, crayon, pen and ink. One hour per semester to a total of four hours.

5, 6—*Crafts for Elementary Teachers*

(Same as Educ. 5, 6.) Two hours each semester.

21, 22—*Ceramics*

A basic course in the use of potter's clays and firing methods. The student will learn wheel throwing, coil and slab pottery techniques, as well as basic glazing and fixing techniques. Two hours both semesters.

Art

31, 32—*Principles of Painting*

Problems in color composition; media consisting of oils and watercolors. One hour per semester to a total of four hours.

61, 62—*Oil Painting Techniques*

Problems consisting of still-life, landscape, and portrait designs. Media will be oil. Prerequisites Art 31 and 32. Two hours both semesters.

65—*Art For Teachers*

(Same as Educ. 65) Two hours.

*71, 72—*History of the Art of Western Civilization*

A critical analysis of the visual arts in their relation to historical background. Three hours both semesters.



Goodwin Fine Arts Hall



MUSIC

Curtis Brady, Naomi Larsen, Ella Leona Gale, Jewell Flaughter, Wanda Kranich, Harlow Hopkins, Jo Ann Noble, Donald Murray, Irving Kranich, Margarita Sawatzky Evans, John Rosfeld

The aim of the Music Department is to provide instruction in certain branches of music, so that (1) students may become Christian men and women of highest ideals and usefulness as performers, teachers, church organists, and ministers of music; and (2) students from other divisions of the college, and unclassified students may pursue courses towards a minor, or for elective credit.

General Regulations

The Chairman of the Division shall determine which students shall enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing or advanced credit in applied music must be prepared to play or sing an approved examination before the music faculty. For particulars see entrance requirements under applied music and write to the Chairman of the Division of Fine Arts.

Work completed in other institutions of accredited standing will be recognized toward graduation upon the approval of the Registrar. Transferred credits in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in Olivet Nazarene College. Work taken under private teachers or from unaccredited schools may be validated for credit by the student's passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Division of Fine Arts, nor to belong to a musical organization on or off campus, without permission from the Chairman of the Division of Fine Arts. Applied music students should not make public performances without consent of his or her applied instructor.

Applied music students must practice regularly as follows:

Class piano students, a minimum of five hours per week.

Class voice students, a minimum of four hours per week.

Private students of piano, voice, organ and all other instruments, a minimum of six hours for every half hour lesson per week. Unauthorized practice in any practice studio is not permitted.

A course in applied music will be regarded as a failure if the student has not fulfilled the required number of lessons during the semester. A semester normally permits the scheduling of sixteen lessons. The semester's work will not be considered complete unless fifteen lessons have been given. The instructor is not responsible for the make up of lessons missed by the student except when a bona fide reason for the absence is presented.

All students taking applied music are required to read collateral assignments and/or to listen to recordings as specified by the teacher each semester. A failure to do so will effect the final grade.

Music majors and minors are required to attend all concerts sponsored by the College Lyceum Committee, and those given by the faculty. In addition they are required to attend 80% of the student recitals and concerts given each semester. Applied music students other than majors and minors must attend Lyceum and faculty concerts and 50% of the student recitals and concerts. Absences are ex-

Music

cusable only by special permission of the Chairman of the Division of Fine Arts.

Because of the importance of a knowledge of music theory and the wide variance noted in the background in this area in the pre-college studies of music students, all declared music majors will be required to take a placement examination in order to qualify to enter courses in Integrated Theory.

Similar importance is attached to the ability of a student who proposes to major in music to play the piano. The student who plans to do the applied concentration in voice or an instrument other than piano should plan to have the piano requirement completed by the end of the sophomore year. Piano must be carried concurrently with theory courses (Mus. 1, 5, 6, 7, and 8) unless the student has had several years of serious piano study prior to entrance at Olivet. No student majoring in music will be permitted to register for student teaching until he has passed the qualifying piano examination. All music majors are required to participate in a Senior Recital.

Curricula Offered

Courses leading to the degree of Bachelor of Science are offered, with a major in music education or church music. A concentration in applied music is required on either major.

A minor in music of 16 hours (courses to be approved by the Chairman of the Division of Fine Arts) may be elected on any degree.

Courses in applied music, theory, and literature are offered for elective credit on all degrees.

Music Education. It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program exceeds the requirements of the State Board of Education and of the Illinois Limited State Special Certificate which qualifies the holder to teach and supervise music in grades 1-12.

Church and Choral Music. For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the college. Believing that spiritual fervency and technical proficiency can be combined, Olivet presents an extensive four-year course with a major in Church Music on the Bachelor of Science degree, which will enable the graduate to take his place in church music circles with effectiveness. The curriculum is designed primarily for the church choir director, church organist, the organist and choirmaster, the church soloist, and the music evangelist who desires extensive training that he might give the best possible service to the church.

A secondary aim is to prepare students for participation in church services as pianists, organists, and song leaders.

The curriculum is in accordance with the requirements as set forth by the National Association of Schools of Music for a major in church music.



Curriculum for the Bachelor of Science Degree

MAJOR IN MUSIC EDUCATION

General Education

55-59 hours

Musicianship

Music Theory	12 hours
Sight Singing	2 hours
Instrumentation	3 hours
History and Literature.....	6 hours

Performance

Applied Concentration	16 hours
Piano	4 hours
Voice	2 hours
Supplementary Instruments	7 hours
Ensemble	4 hours
Elementary Conducting	2 hours

Professional Education

Introduction to American Public Education	2 hours
Developmental Psychology	3 hours
Educational Psychology	2 hours
Principles of Teaching (and one special methods course, or two special methods courses).....	4 hours
Philosophical Issues in Education..	2 hours
Student Teaching	6 hours
Controlled Electives	4 hours
Elementary Methods	2 hours
Secondary Music Methods.....	2 hours
Choral Literature and Conducting	2 hours
Instru. Literature and Conducting	2 hours
Applied Music Methods.....	2 hours
Applied Music Literature.....	2 hours
Free Electives	1-2 hours

MAJOR IN CHURCH AND CHORAL MUSIC

General Education

55-59 hours

Musicianship (same as Music Education)

Performance (same as Music Education except that church music majors will complete a minimum of 20 hours in the field of concentration and a minimum total of 24 hours in applied music and that 8 to 10 hours in supplementary instruments are recommended but not required.)

Church Music

Music in Worship.....	2 hours
History of Church Music.....	2 hours
Music in the Church Service.....	2 hours
Seminar in Church Music.....	2 hours
(Church music majors are required to take Educational Psychology, 3 hours and a course in philosophy.)	

Controlled Electives

6 hours

(to be selected from the courses listed as Controlled Electives under Music Education.)

Free Electives

3 hours

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field. To assist students in planning for each of the music majors, the following courses are suggested for each year:

MAJOR IN MUSIC EDUCATION

FRESHMAN YEAR

	Hours
Personal Development	1
*Applied Concentration	4
Music 5, 6 Music Theory	6
Mus. Lit. 41 Ensemble.....	1
Mus. Lit. 44—Intro. to Mus. Lit.	2
Mus. 2, 3—Sight Singing.....	2
†Voice and/or Piano (if not major).....	2
English 3, 4	6
Social Science 2	3
Bib. Lit. 1, 2	4
P.E. 1, 2	2
Hist. 2	3
	<u>36</u>

SOPHOMORE YEAR

	Hours
*Applied Concentration	4
Mus. 7, 8 Music Theory.....	6
†Mus. Ed. 17, String Instruments.....	2
†Mus. Ed. 20, Percussion Inst. Class.....	1
Ch. Mus. 30, Elem. Conducting.....	2
Mus. Lit. 41 Ensemble.....	1
Fine Arts 1.....	3
Psych. 21, 23	6
Theology 21, 22.....	4
Laboratory Science	5
	<u>34</u>

*See footnotes on page 64

Music

JUNIOR YEAR	Hours
*Applied Concentration	4
Mus. 71, 72 Surv. Hist. & Lit. of Music. .	6
Elem. or Sec'y Mus. Meth.	2
Choral or Instr. Lit. & Cond'g.	2
†Mus. Ed. 18 Woodwind Instrument Class	2
†Mus. Ed. 19 Brass Inst.	2
Mus. Lit. 81 Ensemble.	1
Princ. of Tchg. or Methods.	3
Additional Piano or Voice.	2
International Understanding	6-10
	30-34

SENIOR YEAR	Hours
*Applied Concentration	4
Mus. 67 Instrumentation.	3
Mus. 84 or 86 Student Teaching.	5-7
Mus. Lit. 81 Ensemble.	1
Ed. 22, Amer. Pub. Ed.	2-3
Math. or Phys. Sci.	3
Bib. Lit. (Upper Division)	4
Controlled Electives	3
Additional Science	2
English or American Lit.	4
	31-34

MAJOR IN CHURCH AND CHORAL MUSIC

FRESHMAN AND SOPHOMORE YEARS

(Same as Music Education)

JUNIOR YEAR	Hours
*Applied Concentration	6
Mus. 59 Music in Worship.	2
Ch. Mus. 76 Hist. of Ch. Mus.	2
Mus. Lit. 71, 72 Music History & Lit.	6
Ch. Mus. 78 Choral Lit. & Cond'g.	2
Additional Piano or Voice.	2
International Understanding	6-10
Bib. Lit. (Upper Division)	4
	30-34

SENIOR YEAR	Hours
*Applied Concentration	6
Mus. 67 Instrumentation.	3
Mus. 74 Mus. in the Church Service.	2
Mus. 98 Seminar in Church Music.	2
Ch. Mus. 75 Hymnology.	2
Mus. Lit. 81 Ensemble.	1
Philosophy	2-3
Math. or Phys. Sci.	3
Additional Science	2
English or American Lit.	4
Electives	3
	30-31

Applied Music

A concentration of applied music is required on either the music education or church music major. For music education, an applied concentration is offered in piano, organ, voice, stringed, woodwind or brass instrument. For the major in church music the applied concentration should be in organ or voice. Eight hours of the applied concentration must be upper division.

PIANO

Music 11—Piano

Class piano instruction for students majoring in music education or church music. Development of general technical principles; sight reading; pedal technic; scale technic; playing the principal chords in all keys, and harmonization of simple melodies using these chords; transposition; and score reading; playing by ear; playing of folk songs and hymns. One hour for four semesters, or until able to pass the qualifying examination.

* For Music Education majors the applied concentration must be a minimum of 16 hours in piano, voice, string, woodwind or brass instrument.

For Church and Choral Music majors the applied concentration must be a minimum of 20 hours in voice or organ. At least 4 additional hours of applied music is required (to be recommended by counselor).

† Instrumental Methods are strongly recommended but not required for Church Music majors.

‡ Music Education majors must take a minimum of 2 hours of voice (if not a voice major) and 4 hours of piano (if not a piano major) and must pass a qualifying piano examination by the end of the junior year.

Music 21—Piano

Major and minor scales in various rhythms, broken chords in octave positions, and arpeggios in moderately rapid tempo. Selected etudes, Bach, Little Preludes and two-part inventions. Compositions corresponding in difficulty to Haydn Sonata No. 11 (Schirmer), Mozart Sonata in C major No. 8 (Schirmer) and F major, No. 13, (Schirmer). Selected movements from the easier Beethoven Sonatas. Some less difficult compositions by standard composers of the romantic and modern schools. The student should demonstrate his ability in sight reading, transposition, accompanying, and ensemble playing. Two hours for four semesters, or until able to pass the qualifying examination.

Music 51—Piano

The principles of tone production and velocity and their application to scales, arpeggios, octaves, and double notes. Selected etudes. Bach: some three-part inventions, Preludes and Fugues from the Well Tempered Clavichord. Compositions of the following grades of difficulty: Mozart: Sonatas, Fantasias, and Concerti; Beethoven Sonatas or movements from Sonatas such as C minor op. 10, no. 2; D minor op. 31, no. 2; op. 13; Chopin: Etudes op. 10, Nocturnes, Polonaise; Brahms: Intermezzi, Capriccios; Schumann: Novelette in F, Faschingsschwank. Compositions by standard American and foreign composers such as MacDowell, Grieg, Debussy, Rachmaninoff, Tchernepine, Shostakovich, Bartok, Stravinsky and others. The student must have a balanced repertoire comprising compositions of classic, romantic, and modern composers. It is necessary that the degree candidate have considerable experience in advanced sight reading, transposition, accompanying, and ensemble playing. Two hours for four semesters, or until qualified to pass the final examination.

Requirements for graduation: The candidate must present a recital comprising classic, romantic and modern compositions; or a concerto.

ORGAN

Entrance requirements for majors:

To enter the four-year course in organ the student should have completed sufficient piano study to enable him to play the easier Bach inventions, easier Beethoven sonatas, etc.

Music 12—Organ

Fundamentals of organ technic. Designed for the student who may not wish to major in organ, or who does not have adequate piano background to begin organ study on the collegiate level. Emphasis on church service music. Piano background of scales, simple pieces and hymns is required. One hour credit with an examination each semester.

Music 22—Organ

Organ instruction books, such as Gleason, Peeters, J. S. Bach, Master Studies Eight Little Preludes and Fugues, selections from Liturgical Year; pedal scales (major and minor); Nilson Pedal Studies; Mendelssohn, selections from Organ Sonatas; Rheinberger, selections from Organ Sonatas; compositions for the organ by contemporary composers. The ability to play hymns and the church service in general is required.

An examination and an appearance in an organ recital is required. Two hours per semester for four semesters, or until able to pass the qualifying examination for upper division standing, and able to play in church or chapel.

Music 52—Organ

J. S. Bach: selections from Preludes and Fugues or Toccatas and Fugues or Fantasies and Fugues, selections from Trio Sonatas or Schübler Chorales; Franck: Selected Chorales and other compositions; selected compositions from various composers such as Guilmant, Karg-Elert, Widor, Vierne, Reger and contemporary American and foreign composers.

The candidate for graduation should have acquired some ability in transportation, score reading and improvisation. He will be expected to have a representative repertoire of organ literature of all periods. Two hours per semester for four semesters or until qualified to pass the final examination.

Requirements for graduation: The candidate must participate in a recital performing classic, romantic and modern compositions; or a concerto.

Music

STRINGS

Violin

Music 13—Violin

Fundamentals of violin technic. Major and minor scales. Technical development through the first five positions. Solo pieces, easy concertos and sonatas. One hour.

Music 23—Violin

Major and minor scales; studies by Kreutzer, Mazas, Dont, and Sevcik; sonatas by Corelli, Tartini, Handel, LeClair; concertos by Accolay, Rode, and Beriot; program pieces of corresponding difficulty. An examination is required each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 53—Violin

Student should show an adequate technical grounding in scales, bowing and phrasing to perform sonatas by Mozart, Beethoven, and Grieg; concertos by Mozart, Bruch or Mendelssohn; solo pieces of equal difficulty. Two hours for four semesters, or until qualified to pass the final examination.

Violoncello

Music 23—Violoncello

Duport and Kreutzer Etudes; Popper, High School Etudes Books I and II, Romberg Concerto No. 4; Grutzmacher Hungarian Phantasie; Goltermann Concerto in A minor; Corelli Sonata in D minor; Sommartini Sonata in G Major; Franchomme Caprices; Bach Suite in G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An examination is required each semester. Two hours for four semesters, or until qualified to pass the qualifying examination for upper division standing.

Music 53—Violoncello

Popper High School Etudes Books III and IV; Grutzmacher late etudes; Piotti Etudes; Romberg Concerto No. 8; Bach Suites No. 2, 4, 5, 6; Servais Fantasia, "Le Desir"; Lalo Concerto; Brevall Sonata in G Major; Boccherini Sonata in A Major and Concerto in B-flat Major; Locatelli Sonata; Tchaikowsky Variations; additional concertos, sonatas and pieces from standard repertoire. Two hours for four semesters, or until qualified to pass the final examination.

VOICE

Music 14—Voice

Class study in the "Fundamentals of Voice Building," Larsen; Thirty-six Vocalises, Sieber; diaphragmatic breathing; intonation; vowel and consonant formation; vocalises; sight reading; major and pure minor scales; hymns; the simpler songs in English. One hour.

Entrance requirements for majors: To enter the four-year course in voice the student should have completed the equivalent of Voice 14.

Music 24—Voice

Elements of vocal culture, correct breathing, breath control, voice placement, poise, freedom of the throat, vowels, consonants, intervals, scales, arpeggios, rhythm, Sieber, Vaccai, simpler arias, songs in English and Italian. Rudiments of performance. The classical school. An examination is required each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 54—Voice

Technical development, the sustained tone of the old Italian Bel Canto, ornamentation, runs and trills, the laws of interpretation, expression, tone color, clear enunciation and correct pronunciation, advanced vocalises from Panofka, Spicker, Marchesi, etc., the oratorio-recitative and aria, operatic arias, the Lieder, modern Italian, French, German, English and American songs. Two hours for four semesters, or until qualified to pass the final examination.

Graduation requirements for majors: The candidate for graduation must present a recital displaying repertoire of literature of all periods.

WOODWINDS**Clarinet***Music 15—Clarinet*

Klose Method; Magnani Method, Parts I and II. Production of tone, breathing, articulation. Scale studies and arpeggios. Ablert, Scale Studies. Rose, Thirty-two Studies. Elementary Solos to more advanced in Grade 4. Klose, Twenty Characteristic Studies, Fifteen Duets. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in clarinet the student should have completed the equivalent of Music 15.

Music 25—Clarinet

Rose: Forty Studies; Langenus: Virtuoso Studies and Scale Studies. Solos such as Weber's Concertino, Fantasy and Rondo. One solo and hymn to be memorized each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 55—Clarinet

Rose: Twenty Studies after Rade; Jeanjean: Twenty-five Studies; Perrier: Thirty Studies after Bach, Handel, Dont, etc.; Orchestra studies; Weber: Concerti. One solo and hymn to be memorized each semester. Two hours for four semesters, or until able to pass the final examination.

Flute*Music 15—Flute*

Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios, Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute; Popp-Sousman, Method for Flute; Marquarre, Studies; Kohler, Etudes I and II. Sonatas by Handel. One solo to be memorized each semester. One hour.

Oboe*Music 15—Oboe*

Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales. Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Method for Oboe. One solo to be memorized each semester. One hour.

Bassoon*Music 15—Bassoon*

Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reed-making. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies. Weissenhorn, Duets; Boyd, Famous Melodies for Bassoon. One solo to be memorized each semester. Two hours.

BRASS**Trumpet***Music 16—Trumpet*

Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos, one to be memorized each semester. One hour.

Entrance requirement for majors: To enter the four-year course in trumpet the student should have completed the equivalent of Music 16.

Music 26—Trumpet

Arban, St. Jacome—Studies by Williams, Duhem, Clarke. All arpeggios and broken chords, M.M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note=50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. One solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasie, Chords; Petite Piece Concertante, Balay; Etude de Concours. Potit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music

Music 56—Trumpet

Arban, St. Jacome's. Major scales 4/4 quarter=96 in 16th notes. Minor scales 4/4 quarter=50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens; Lides of Schumann, Brahms, Schubert. One solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until qualified to pass the final examination.

Trombone

Music 16—Trombone

Intro. to the technique and basic fundamentals of trombone playing. Müller, Arban Edwards-Honey, Clarke Methods. Buchtel, 1st Book of Trombone Solos. Studies by Cimeria and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include: Gioddani. Caro Mio Ben; Tchaikowsky, Valse Melancholique; Donizetti, Romanza. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in trombone the student should have completed the equivalent of Music 16.

Music 26—Trombone

Arban, Endresen, and Cimeria studies; special studies for legato, articulation, flexibility, and control. Solos recommended: Chords, Concert Fantasia; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. One solo to be memorized each semester. Scales to be played one, two or three octaves, as the compass of the instrument will permit. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 56—Trombone

Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rousseau, Piece Concertante; Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto. One solo to be memorized each semester. Two hours for four semesters, or until able to pass the final examination.

French Horn

Music 16—French Horn

Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for French Horn. Primary studies for horn, including solos, duets and trios, Horner. All scales and arpeggios; double tonguing; muting; transposition. Concone vocalises. Horner studies. Solos by Kaufman, Boyd, Counod and Brahms. Kopprasch, Book I. One solo to be memorized each semester. One hour.

Entrance requirements for majors: To enter the four-year course in French horn the student should have completed the equivalent of Music 16.

Music 26—French Horn

Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transposition, clef reading and muting. Solos such as Wiedeman, Nocturne; Mendelssohn, Nocturne from Midsummer Night's Dream; Bloch, Chant d'Amour; Beethoven, Adagio Cantabile. One solo to be memorized each semester. Two hours for four semesters, or until able to pass the qualifying examination for upper division standing.

Music 56—French Horn

French Horn passages from Orchestral works, Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from L'Eclaircie; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent. One solo to be memorized each semester. Two hours for four semesters, or until qualified to pass the final examination.

Percussion

Music 27, 57—Percussion

Studies in the execution and application of rudiments as prescribed by the N.A.R.D. Studies to develop techniques of tympani, marimba and xylophone playing. Extensive use of solos and ensembles as well as method materials. Materials used include those by Haar, Pidenski, Sternburg, Stone, and Straight. Two hours each semester until qualified to pass the final examination.

Theory

Music 1—Basic Theory

A fundamental music theory course covering principles of melody writing, rhythm and meter, and of major and minor scales. Writing, singing and playing of all intervals and triads. Development of a basic musical vocabulary. Two hours. (Students must be enrolled concurrently in piano.)

Music 2, 3—Sight-Singing

This course includes activity in sight-singing, rhythmic drill, and melodic dictation. Emphasis on singing from score. One hour both semesters.

Music 5, 6—Music Theory

A correlated course of study in written and aural theory. Melodic, harmonic dictation, and music reading. Elementary work in keyboard harmony, part writing, harmonization, and original composition. Four hours class and laboratory sessions each week. Three hours both semesters. (Students must be enrolled concurrently in piano.)

Music 7, 8—Music Theory

More advanced work in harmonic dictation, and music reading. Keyboard harmony, part writing, harmonization. Original composition. Study of non-harmonic tones, secondary seventh chords, ninth chords, altered and augmented sixth chords. Diatonic and chromatic modulations. Harmonic analysis. Emphasis on the Bach chorale technic. Four hours class and laboratory sessions each week. Three hours both semesters. (Students must be enrolled concurrently in piano.)

Music 61, 62—Analytical Technique

An analytical study of the development of form and style through representative literature; modal and polyphonic music; the sonata form and its development; music of the nineteenth century; analysis of the idioms, forms and styles of composers of the twentieth century. Two hours both semesters.

Music 67—Instrumentation

Range and transposition of the instruments of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability. Three hours.

Music Literature and History

Music 41, 81—Ensemble

Four semester hours credit in ensemble may be counted toward any degree. Music majors are expected to participate in at least one ensemble group each semester. Oratorio Chorus is required of all majors and minors, one-fourth hour credit each semester. Orpheus Choir, Treble Clef Choir, Vikings Male Chorus, Olivet Symphony, Concert Band, one-half hour both semesters. Brass Choir, small ensemble, one-fourth hour both semesters.

Music 44—Introduction to Musical Literature

A non-technical course to develop intelligent listening and to familiarize the student with standard musical works. The course includes a study of the materials and structure of music, and of vocal and instrumental forms from the various periods of music history. Two hours, one semester.

Music 71, 72—Survey of History and Literature of Music

The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to Bach and Handel, and the second will continue to music of our time. Emphasis is given to an acquaintance with representative musical works and style, and to the understanding of musical concepts in the light of their historical background. Three hours both semesters.

**Music 88—Applied Music Literature*

Piano literature will include a discussion of style and interpretation of music from the time of Scarlatti and Couperin to the present day. Analysis, performance, and listening to representative works. A study of editions and their relative value as teaching materials.

Organ literature covers a study of the literature and construction of the organ from the earliest times to the present.

In the vocal field a survey will be made of solo literature from classical to contemporary periods, and a study and interpretation of the solos in the standard cantatas and oratorios.

Students will elect the area of literature in their field of concentration. Two hours.



Church Music

Music 30—Elementary Conducting

Fundamental technic of the baton; the conducting of assembly singing; the study of sacred and secular choral music. Two hours.

Music 59—Music in Worship

The function of music in Christian worship; problems in church music administration; study of forms of service of the various Christian churches, with emphasis upon the place of hymns in worship. A brief historical survey of the development of hymnology and a thorough analysis of the Nazarene Hymnal. Two hours.

Music 74—Music in the Church Service

The selection of organ, choir and hymn repertoire appropriate to the church season. The study and practice of methods to attain unity in the church service. Two hours.

**75—Hymnology*

The content of Christian faith as expressed in its hymns, and the nature and significance of the hymn tunes. Two hours.

Music 76—History of Church Music

The development of the music and liturgy of the church from ancient times to the present, with emphasis upon organ, choir, and congregational music. Two hours.

Music 78—Choral Literature and Conducting

History of the English anthem from the reformation to the present, with special emphasis upon Tudor style and literature. A study of the development of the cantata and oratorio forms, with special emphasis given to representative works from various periods. A thorough and applied study of Handel's "Messiah." Vocal majors will conduct assigned selections with one of the college choirs. Organists will have experience in directing from the console. Seniors must make public appearance as conductors. Two hours.

Music 98—Seminar in Church Music

Development of an approved project on some phase of church music, such as hymnology, liturgy, choral music, organ literature, or philosophy of church music. Two hours.

Music Education

Music Ed. 17—String Instrument Class

Study of violin, viola, 'cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes. Two hours.

Music Ed. 18—Woodwind Instrument Class

Study of clarinet, flute, oboe, bassoon. Correct fingering, tonguing, breathing, intonation. Various types and development of embouchure. Various approaches to technical difficulties and development of technic. Methods and materials for school classes. Two hours.

Music Ed. 19—Brass Instrument Class

A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special technics of the other instruments. Two hours.

Music Ed. 20—Percussion Instrument Class

A study of and practice in the rudimentary technics of percussion instruments. One hour.

Music Ed. 66—Elementary School Music Methods

An orientation course to assist the student in formulating a philosophy of music education and to acquaint him with current materials and practices in elementary school music teaching. Two hours.

Music Ed. 73—Secondary Music Methods

A study in the philosophy, objectives, materials, and methods of presenting the music program in the secondary schools. Attention will be given to the instrumental, choral, and general music program. Two hours.

Music Ed. 84—Elementary Student Teaching

(Same as Education 84.) Eight hours.

Music Ed. 86—Secondary Student Teaching

(Same as Education 86.) Six hours.

**Music Ed. 87—Applied Music Methods*

Practical experience in the teaching of piano, voice, organ, string or wind instrument, and acquaintance with carefully selected materials appropriate for pupils at various levels of advancement. Problems of technic and style will be dealt with through lectures, discussion, demonstration, practice teaching and studio visitation. Two hours.

Music Ed. 94—Instrumental Literature and Conducting

Organization and development of the school orchestra and band with study of the literature and advanced principles of conducting for school use. Students will be given actual experiences in conducting assigned selections with the orchestra and band. Two hours.



Hills Hall (Men)

Williams Hall (Women)





DIVISION OF LANGUAGES AND LITERATURE

C. E. Demaray, Chairman

The Division includes the Departments of Classical Languages and Literature, English Language and Literature, Modern Languages and Literature, and Speech.

The aims of instruction are detailed in each department but in general include the following: (a) to provide training in the effective use of the English language, both written and spoken; (b) to enlarge the cultural background of the student through the study of literature, and through an acquaintance with at least one foreign language; (c) to provide experience in the interpretation of literary masterpieces of the past and present, relating them to the social, religious, and political ideals of the peoples involved; (d) to develop an appreciation and love for the true and the beautiful in verbal expression, that a life of richer significance may be achieved through self-expression, emotional release, and creative activity; (e) to inculcate a taste for wholesome reading and other literary activities, and to develop standards by which the student may be enabled to evaluate the relative merits of that which he reads and hears.

Courses marked * will be given in alternate years.

CLASSICAL LANGUAGES AND LITERATURE

C. E. Demaray, O. G. Hahn, R. C. Ridall

The aim of this department is four-fold: (a) to aid students in acquiring a mastery of the Greek and Latin languages and of the art of translation into clear and idiomatic English; (b) to increase the students' knowledge of English through an acquaintance with the grammar and vocabulary of the two ancient languages by which it has been influenced most profoundly; (c) to acquaint them with the great masterpieces of the Greek and Roman literatures and with the contribution which those literatures and the cultures they represent have made to our modern civilization; and (d) in New Testament Greek, to aid prospective ministers in acquiring an ability to read and interpret the New Testament in the original language.

No major is offered in Greek or Latin. A classical major may be fulfilled by the completion of 26 hours in college courses, exclusive of Latin 21 and Greek 21, chosen under the head of the department. It must include at least 12 hours of advanced courses in either Greek or Latin and eight hours of advanced courses in the other language. Majors in this area should complete an approved minor in

Classical Languages

another department or supporting courses as follows: six hours in English literature (including, if possible, Eng. 63), eight hours in philosophy (preferably Phil. 31, 41, and 51), and six hours of history, including a course dealing with the ancient period. A minor will consist of sixteen hours in one language, which may be reduced by not more than three hours for courses taken in high school. For a teaching minor this should be supplemented by one or more courses in ancient civilization chosen under the direction of the head of the Department.

GREEK

21—*Elementary Greek*

A comprehensive course, including grammar, pronunciation, vocabulary study, and the reading and writing of Greek sentences. Some attention may be given to memorable passages from the Greek New Testament. Five hours.

22—*Intermediate Greek*

A continuation of Greek 21 with greater emphasis on reading. A considerable portion of the gospel of John will be read in this course. Five hours.

*51, 52—*Rapid Reading of the Greek New Testament*

After a brief review of the essentials, extensive portions of the Gospels and the Acts will be read in the first semester. In the second semester the Epistle to the Galatians and selections from several of the other Pauline Epistles will be read, with some attention to the principles of sound exegesis from the Greek text. Three hours both semesters.

*53, 54—*Advanced Readings from Hellenistic Greek*

A wide variety of readings will be selected from the Koine of the New Testament period, including portions of the Septuagint, Old Testament, the Book of Enoch, Philo, Josephus, the Apostolic Fathers, and the Greek Papyri. The characteristics of the Koine will be observed for the purpose of better understanding the Greek New Testament. In the second semester the First Epistle to the Corinthians will be made the basis of a critical and expository study. Two hours both semesters.

LATIN

21—*Elementary Latin*

A comprehensive course, including grammar, pronunciation, vocabulary study, and reading and writing of Latin sentences. Excerpts from Latin literature will be included in the sentences read. Five hours.

22—*Intermediate Latin*

A continuation of Latin 21 with greater emphasis on reading passages from Latin literature. Five hours.

*31—*Review of Latin Grammar*

A rapid review of the essentials including both forms and syntax. Writing of easy prose exercises. Open to all students having had Latin 21 and 22 or two years of high school Latin. Required of majors and minors. Three hours.

*32—*Survey of Latin Literature*

Selections will be read from the several periods of the literature, both in Latin and in representative English translations. A parallel study will be made of the development of literary forms at Rome and of the relation between Greek and Roman literature. Three hours.

ENGLISH LANGUAGE AND LITERATURE

*C. S. McClain, Harriet Demaray, F. B. Dunn, Fordyce Bennett,
Eunice McClain, Leroy Reedy*

The English Department seeks to enhance the student's facility in oral and written expression; to furnish him an essential core of information concerning the origin and development of the English language and literature; to acquaint him with some of the masterpieces of our literary culture; to develop an appreciation for good literature; and to provide, as far as possible, satisfactory criteria for the evaluation of literature.

Recognizing that there is a wide divergence or spread in the degree of achievement in English composition on the part of entering freshmen, the English department makes possible the earning of from three to six hours of credit in General English composition by examination at the time of entrance. Applicants who have high grades in intensive college preparatory or college level courses in English in high school are invited to try for such credit.

A major is offered in English language and literature consisting of twenty-four hours in the field of English, exclusive of English 3, 4, 7, and 76. English 23, 24, and a course in American Literature are required. For the English major supporting courses are required as follows: speech or dramatics, 3 hours; six hours chosen from the fields of American history, English history, and/or philosophy; and foreign language must be offered under Group V in the General Education Program.

For a teaching major in English courses must be offered also in journalism or advanced composition, in accordance with the advice of the major adviser. Teaching majors are required to take English 75 (or pass a proficiency examination in grammar), English 76, and to offer a foreign language under Group V in the General Education Program.

Minor in English: Twelve hours exclusive of English 3, 4, and 7 and including a minimum of six hours in literature.

An English Laboratory is maintained to assist students who are deficient in their English usage. A student may seek this assistance on his own initiative or he may be referred on the basis of test results or sub-standard written work. Assistance is offered in reading, grammar, spelling, and vocabulary according to individual needs. There is no charge for this service.

General English

1, 2—General English Composition

A communication course including writing, listening, and reading for freshmen who need remedial work in English usage as revealed by prior record and preliminary tests. Special attention is given to review and to drill on fundamentals. While majoring on written and oral composition, the course seeks also to orient the student in a general way into his college program. Provision is made for lessons in note-taking, both from lectures and reading, in outlining, and in the technique of research ordinarily required for term papers in college. Class meets five hours per week. Three hours both semesters.

3, 4—General English Composition

A communication course including written and oral composition, listening, and reading. While majoring on written and oral composition, the course seeks also to orient the student in a general way into his college program. Provision is made for lessons in note-taking, both from lectures and reading, in outlining, and in the technique of research ordinarily required for term papers in college. Three hours both semesters.

English

7—*English Composition*

A beginning college course in written and oral composition for freshmen who have an above-average proficiency in English usage as revealed by preliminary tests. Three hours.

28—*Advanced Composition*

A course in writing, chiefly expository. Prerequisite, six hours of composition or the approval of the instructor. Three hours.

30—*Elementary Journalism*

An analysis and classification of news, types of news stories and articles, and practice in writing leads and various types of stories. Included is a study of sources of news and how news is gathered. Prerequisite: English 3 or 7 or the consent of the instructor. Two hours.

*41—*Editorial and Feature Article Writing*

A practical introduction to the writing of feature articles for both newspapers and magazines. Initial but brief attention is given to techniques; then, at greater length, to application of these techniques in various types of articles and features. Prerequisite: English 30 or consent of the instructor. Two hours.

42—*Creative Writing*

An advanced writing course for students interested in the literary art from the standpoint of original composition. Some attention will be given to the adapting of compositions to various markets. Three hours.

LITERATURE

9, 10—*Introduction to Literature*

An appreciative study of the best poetry and prose of both the past and the present with attention to literary terms and structure. Two hours both semesters.

23, 24—*Survey of English Literature*

A study of English literature from its beginnings to the present with attention to historical, political, and economic relationships. Required of English majors. Three hours both semesters.

51—*Introduction to Drama*

This course introduces drama as an art form, tracing its development and types from the Greek and Roman to contemporary times, noting the relative emphasis placed on moral, social, esthetic and economic values. Two hours.

52—*Modern Drama*

A study of continental, British, and American drama from Ibsen to O'Neill, as works of art, criticisms of life, and projections of the culture of the age in which they were written. Two hours.

53, 54—*American Poetry and Prose*

A study of representative American authors and their works from colonial to modern times. Reports and discussions. Three hours both semesters.

55—*Poets of the Romantic Movement*

A study of the major poets of the romantic movement in English literature. The eighteenth century beginnings of romanticism, both continental and English, will be considered, as well as the relation of the literary movement to the educational, social, and religious development in England. Three hours.

56—*Victorian Poets*

A study of the poetry of the Victorian era in English literature with chief attention to Tennyson and Browning. The relation of the poetry to other significant cultural aspects of English life will be given attention. Three hours.

58—*Beginnings of the English Novel*

A study of the major English novelists of the seventeenth and eighteenth centuries. Three hours.

59—*18th Century English Essay*

A study of representative essay writers of eighteenth century England with emphasis on Swift, Johnson, Addison, and Steele. The relation of the literature to other cultural aspects will be studied. Three hours.

60—*20th Century English Literature*

A study of the major contemporary British poets, novelists, playwrights, and essayists. Three hours.

63—*Greek and Roman Classics in Translation*

A study of Homer's *Iliad* and *Odyssey*, Greek tragedy, and Virgil's *Aeneid*, with some emphasis on their influence on Western culture. Two hours.

*64—*Literature of Continental Europe*

A comparative literature course giving attention to the literary masterpieces of Continental Europe in English translation. Two hours.

65—*17th Century English Literature*

A study of representative writers of seventeenth century England, with emphasis on the Metaphysical and the Cavalier poets. Political, religious, and social aspects of English life will be given attention. Three hours.

67—*19th Century English Essay*

A study of non-fiction prose of representative nineteenth century British writers with emphasis on the essayists. Two hours.

69—*The 19th Century English Novel*

A study of the major English novelists of the nineteenth century. Reports and discussions. Three hours.

*72—*Milton*

A study of Milton's principal poems with an intensive reading of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Two hours.

75—*College English Grammar*

A study of English grammar with particular attention to American usage. This course is required of students planning to teach English in the secondary schools who have not passed a special proficiency examination in grammar. Two hours.

*76—*The Teaching of English*

A study of methods and technique in the teaching of English in the high school. For students majoring in English who are candidates for teachers' certificates. Two hours.

79—*Shakespeare*

A class study of twelve representative plays of Shakespeare. Three hours.

81—*The American Novel*

Reading and class discussion of representative novels of outstanding American writers. Lectures and reading in the general field of American fiction. Three hours.

82—*The Bible as Literature*

A study of the literary types in the King James Version of the Bible, including a consideration of the characteristics of Hebrew literature retained in the English translation. Two hours.

*85—*The Study of the American Short Story*

This course is designed as a general course in the history and technique of the short story. Representative stories from American authors are studied as illustrations of the form. Two hours.

98—*English Seminar*

An orientation course in American and English literature providing opportunity for individual attention to areas of special interest. Two hours.

Modern Languages

MODERN LANGUAGES AND LITERATURE

Gardner Walmsley, C. E. Demaray, L. W. Slagg, V. Stewart

The aims of the Modern Language Department are: (1) To gain a reading knowledge of the language; (2) to become better acquainted with our own language through the study of the grammar of the foreign language; (3) to have a speaking knowledge of the language and an understanding of the spoken language; (4) to equip thoroughly those who plan to teach the language.

A major program is offered in the romance languages, French and Spanish. To fulfill this program, 26 hours exclusive of French or Spanish 79 are required beyond courses numbered 22. This must include 16 hours in the language of principal interest and ten in the other language. In addition, 12 hours in supporting courses must be elected from the following, with the approval of the head of the department: English 9, 10, 63, 64; History 56, 63; Political Science 65; Speech 1, 58; Philosophy 31, 41, 51, 52; and Sociology 64. For those preparing to teach, French or Spanish 79 should be added.

A minor in a modern language consists of a minimum of 16 hours in one language or six hours beyond courses numbered 22. A teaching minor in a foreign language requires 24 hours in one language to be reduced by three hours for each year of the same language taken in high school but to consist of not less than 16 hours of college credit in language.

The department maintains a language laboratory where the latest methods in audio-lingual techniques are employed.

FRENCH

21—*Elementary French*

A comprehensive course, including grammar, pronunciation, oral and written composition, and reading. Five hours.

22—*Intermediate French*

A continuation of French 21 with major emphasis on reading. Five hours.

31, 32—*Spoken and Written French*

Conversational practice for the development of oral facility; training in pronunciation and diction. Training in written French; translation from English and free composition. Prerequisite: French 22 or four years of high school French. Required of majors. Three hours both semesters.

51, 52—*Introduction to French Literature*

Rapid reading of works representative of various periods of French literature. The short story and novel of the nineteenth and twentieth centuries are emphasized. Three hours both semesters.

57—*French Phonetics*

A systematic study of the sounds and sound patterns of French. Required of majors. Two hours.

58—*Advanced French Diction*

Training in the improvement of French pronunciation, with special attention to the problems of teachers. Required of majors. Two hours.

60—*French Grammar Review*

A systematic review of French grammar, with exercises to develop some skill in writing French. Open to all above the second year. Required of majors. Three hours.

*67, 68—*French Drama*

The first semester will emphasize tragedy and comedy of the classical period. Plays by Corneille, Racine, and Moliere will be read. The second semester will be devoted to nineteenth century and contemporary dramatists. Two hours both semesters.

79—*The Teaching of Modern Languages*

A methods course dealing with language learning and teaching applied to French and Spanish primarily. Required of majors who plan to teach. Two hours.

91, 92—*Advanced Survey of French Literature

A detailed survey of the main periods of French literature: the Middle Ages to 1800 during the first semester and the nineteenth and twentieth centuries during the second semester. Selections are read from representative works of each period. Three hours both semesters.

GERMAN

21—*Elementary German*

A comprehensive course, including grammar, pronunciation, oral and written composition, and reading. Five hours.

22—*Intermediate German*

A continuation of German 21 with major emphasis on reading. Five hours.

RUSSIAN

21—*Elementary Russian*

A comprehensive course, including the study of the Russian alphabet and script, grammar, pronunciation, oral and written composition, and reading. Five hours.

22—*Intermediate Russian*

A continuation of Russian 21 with major emphasis on reading. Five hours.

SPANISH

21—*Elementary Spanish*

A comprehensive course, including grammar, pronunciation, oral and written composition, and reading. Five hours.

22—*Intermediate Spanish*

A continuation of Spanish 21 with major emphasis on reading. Five hours.

31, 32—*Spoken and Written Spanish*

Conversational practice for the development of oral facility; training in pronunciation and diction. Training in written Spanish; translation from English and free composition. Prerequisites: Spanish 22 or four years of high school Spanish. Required of majors. Three hours both semesters.

51, 52—*Introduction to Spanish Literature*

The works of authors such as Galdós, Alarcón, Trueba, and Ibáñez of the nineteenth century are studied. Rapid reading is emphasized. Three hours both semesters.

55, 56—*Reading of Modern Authors*

This course consists of the reading of modern authors, both of Spain and Spanish America, with more emphasis on American literature. Such works as *Pata de Zorra*, *Clemencia*, *Pensativa*, and *El Socio* are included. Two hours both semesters.

57, 58—*Nineteenth Century Spanish Drama

A study of representative works of this period, such as *Eli Sá de las Niñas* and *Nuestra Natacha*. Class discussion on the material is encouraged. Three hours both semesters.

60—*Spanish Grammar Review*

Advanced grammar review and conversation. Open to all above the second year. Required of majors. Three hours.

79—*The Teaching of Modern Languages*

A course in methods of teaching. See French 79 for description.

Speech

SPEECH

Athel McCombs, LeRoy Brown, S. David Beeman

The courses in the Department of Speech have three objectives as follows: (1) The training of students in the fundamentals of speech, covering both scientific and artistic aspects; (2) The preparation of specially qualified students to become teachers in the field of speech; and (3) The development of skill in expression which will better equip the individual for places of leadership.

For a major in speech twenty-seven hours are required, including courses 1, 15, 17, 55, 61 or 62, and 66 and a minimum of 12 hours in courses numbered above 50. In addition, the following supporting courses are required: History, nine hours (21, 22 and 71 or equivalent); Philosophy, seven hours (31, 41, and 42 or equivalent); English, seven hours (51, 52, and 79). A minor in speech consists of 16 hours, including a minimum of eight hours numbered above 50.

Public Speaking

1—The Fundamentals of Speech

A course designed to develop an understanding of the basic principles of speech and proficiency in their use. This course is a prerequisite to all other speech courses. Three hours.

4—Parliamentary Law

The study and practice of parliamentary procedures. One hour.

17—Argumentation and Debate

Methods of logical analysis; the kinds and forms of argument; the adaptation of argumentative materials to audience situations; and the forms of debate. Practice debates on current subjects. Two hours.

31—Varsity Debate

Work in this course centers around the intercollegiate debate question. Speech credit toward a degree may be earned in this field not to exceed two semester hours a year.

55—Principles and Methods of Discussion

A study of the objectives, methods, and educational implications of open forums, symposiums, and panel discussions, with practical applications to public questions of current interest. Two hours.

59—Persuasion

A study of the nature and methods of attention, suggestion, and motivation as applied in speech-making for the influencing of group opinion and action. Permission of the instructor necessary for enrollment. Two hours.



61—*Platform Speaking*

This course is designed to help ministerial students and others with an interest in general speaking. It combines theory and practice. Speeches are longer and training is more intensive than in basic courses. Three hours.

62—*Business and Professional Speaking*

A course designed primarily for the students majoring in Business. Business projects, selling techniques, small group discussion, and interviewing will be considered as they apply to Business Speaking. Three hours.

73—*Survey of American Public Speaking*

A study of the forms of public address through the speeches of representative speakers, the issues with which they were identified, and their influence. Designed particularly for speech majors. By permission of instructor only. Two hours.

Interpretation

44—*Fundamentals of Dramatics*

A study of the principles involved in forming a workable theory of dramatics and the application of these principles through the development of technical skill. Particular emphasis is given to characterization and direction of religious drama. Three hours.

66—*Oral Interpretation*

The principles, literature, and types of public reading, the building of a repertory, acquaintance with literature suitable for oral interpretation, and the presentation are studied. Rhythm, tone color, and the vocal and bodily response to meaning receive consideration. Three hours.

Speech Correction

15—*Training the Speaking Voice*

Designed to establish good speech habits through instruction in development and care of the speaking voice, drills, and application of this instruction to each individual's needs. Two hours.

19—*Introduction to Speech Correction*

Analysis of normal speech; characteristics and causes of defective speech; techniques for the prevention and correction of speech defects. Three hours.

*57—*Phonics*

Techniques for elementary teaching of syllabification, stress, and recognition of sounds will be introduced. Emphasis will be given to the development of auditory discrimination between the sounds which make up the English language. Offered in alternate years. Three hours.

*58—*Phonetics*

Basic principles of phonetic study, including observation and representation of pronunciation; ear training; special drills, and use of the International Phonetic Alphabet. Three hours.

Radio and Television

42—*Fundamentals of Radio and Television Broadcasting*

A comprehensive discussion-laboratory course covering the basic techniques of speaking, announcing, and directing. Three hours.

71—*Radio and Television Announcing*

A drill course in the development of professional announcing skills. Training in the fields of news, special events, sports, musical programs, interviews, and commercial announcing. Three hours.





DIVISION OF NATURAL SCIENCES

Clarence Grothaus, Chairman

The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Mathematics, and Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

Courses marked * will be given in alternate years.

Natural Science

1—*General Biology*

A general education course, designed primarily for those who will not specialize in biological study; to help the student understand and appreciate the living world of which he is a part. Three hours lecture, four hours laboratory. Five hours.

2—*General Physical Science*

A general education laboratory course designed for Freshmen and Sophomores. Selected topics in astronomy, geology, meteorology, chemistry, and physics are covered. Three hours lecture, four hours laboratory per week. Five hours.

21—*Physical Geography*

Same as Geography 21. Two hours.

31—*Descriptive Astronomy*

A study of the positions, motions, and characteristics of celestial bodies, constellations, and astronomical groups. Includes direct observations using the 12 inch reflecting telescope. Three lecture periods per week with additional observation periods arranged. Three hours.

*77—*Teaching of Science*

A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. Two hours.

Biological Sciences

BIOLOGICAL SCIENCES

D. J. Strickler, C. J. Bushey, William Beaney, John White, David T. Jones

This Department offers work to meet the needs of those who wish to secure a knowledge of the biological sciences, to enter medical school, to prepare to teach high school biology, or to pursue graduate study.

Majors are offered in biology and zoology. The major in biology consists of 30 hours in the field of biology, including a minimum of 12 hours in each of the subjects, zoology and botany, and including Biol. Sc. 7, 8, 41, and at least eight hours of work in courses numbered from 50 to 100; and supported by a minimum of ten hours selected from the fields of physical science and mathematics. Certain courses in biology are required for the pre-medical curriculum. A biology minor consists of a minimum of sixteen hours.

A zoology major consists of twenty hours of zoology, exclusive of Biol. Sc. 7, supported by at least fifteen additional hours in the field of science. A student who wishes to select zoology as his major field after his freshman year should have completed General Zoology and General Botany. Students commonly take Biol. Sc. 7 and 8 during their first two years. A zoology minor consists of a minimum of sixteen hours.

1—Hygiene

Essentials of personal and community health. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and that of the community. Two hours.

7—General Zoology

A study of the animal kingdom including taxonomy, anatomy, function, ecology, development, and genetics. Three hours lecture, four hours laboratory. Five hours.

8—General Botany

A study of protoplasm, the cell, the chief types of tissues, the structure of stems, roots, leaves, flowers, fruits, seeds, and the more important physiological phenomena. Also a study of the plant kingdom, including vascular and non-vascular plants. Heredity and variation. Trips to Field Museum and park conservatories. Three hours lecture, four hours laboratory. Five hours.

10—Vertebrate Zoology

A comparative study of the systems and organs in vertebrates as well as their function and development. Lectures and laboratory. Prerequisite: Zoology 7. Five hours.

12—Plant Morphology

A course dealing with the structure and life histories of plants. Prerequisite: Botany 8. Two hours lecture, two hours laboratory. Three hours.

16—Ornithology

A study of native birds, their structure, function, identification, conservation, economic value and migration. Lectures and field trips. Two hours.

41—Genetics—Heredity

A course in heredity and variation. The principles and the practical adaptations of the Mendelian inheritance. Prerequisite: Botany 8, Natural Science 1, or Zoology 7, or sophomore standing. Three hours.

43—Entomology

Insects collected and preserved. Considerable practice in taxonomy. Life histories of insects and their economic importance are stressed. Laboratory work and lectures. Prerequisite: Zoology 7. Three hours.

51—Biology for Teachers

A course primarily for students who plan to teach high school biology and general science, including the planning of courses and the preparation of teaching materials. Prerequisite: Botany 8 and Zoology 7. Two hours.

52—Field Biology

A study of plants and animals in the field in their native surroundings. The basic principles of conservation are considered. Prerequisite: a course in biology. (Summer only.) Three hours.

53—Embryology of the Vertebrates

Lectures and laboratory work dealing mostly with the embryology of the chick. Prerequisite: Zoology 7. Three hours.

54—Parasitology

A course dealing with animal parasites and human disease; the life cycle of the parasites, their treatment and prevention. Prerequisite: Zoology 7; two hours lecture, two hours laboratory. Three hours.

55—Human Physiology

A study of the anatomy and physiology of the human, dealing with the mechanics and functions of the various tissues and organs. Prerequisite: Zoology 7 or chemistry. Three hours.

56—Histology

A study of the cell structure of human tissue with emphasis on how to identify the organs and tissues. Prerequisite: Zoology 7; two hours lecture, two hours laboratory. Three hours.

57—Plant Anatomy

A study of internal tissues and organs of vascular plants, with respect to their structure, development and relationships. Prerequisite: Botany 8, junior standing. Three hours.

58—Cytology

A study of various aspects of the cell, with emphasis on its internal functioning in both plant and animal life. Prerequisite: Botany 8, Natural Science 1 or Zoology 7, or equivalent college credit. Three hours.

***60—Invertebrate Zoology**

A survey of animals without backbones, particularly those found locally. Microscopic types as well as the larger ones are collected, studied and classified. Laboratory work and lectures. Prerequisite: Zoology 7. Three hours credit.

***61—History of Biological Sciences**

A survey of the development of the biological sciences from the earliest possible sources to the present. Mainly supervised research. Three hours credit.

63, 64—Histological Technique

The principles and processes of fixing, sectioning, staining, and mounting of material for microscopic examination. Discussion and laboratory work. Credit to be arranged.

***66—Plant and Animal Ecology**

A study of the habitat of plants and animals and the economic relationships which exist where plants and animals live together. Laboratory and field work. Prerequisite: ten hours of biology. Three hours.

70—Advanced Genetics

Variations, eugenics, crime, biological aspects of war, race trends, and evolution. Prerequisite: Zoology 41. Three hours.

73, 74—Research in Biology

This course is open only to seniors who have had sufficient work in biology to make a beginning in research. Credit to be arranged.

Chemistry

CHEMISTRY

Clarence Grothaus, John Hanson

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking preprofessional courses in which chemistry is required or recommended; (4) Those preparing to do graduate work in chemistry or professional chemical work.

A major in chemistry consists of a minimum of 30 hours including Chemistry 3 and 4, 52, 83 and 84, supported by a minimum of 20 hours chosen from not more than two of the following: botany, zoology, physics, and mathematics and at least 8 hours must be taken in each subject if two are chosen. Representatives of the Chemistry, Physics and Mathematics Departments should be consulted concerning recommended electives. The premedical curriculum requirements should be carefully studied by those planning for medical work.

A minor in chemistry consists of a minimum of 16 hours including Chemistry 3 and 4. Those receiving credit in Chemistry 3 and 4 cannot receive credit also in Chemistry 1 and 2 since a maximum of only 10 hours credit can be earned in general college chemistry.

1—General Chemistry

Elementary college chemistry for students desiring to take only one year of chemistry to meet the requirements for home economics, pre-nursing, etc., or the basic science requirement. The course consists of a study of definitions, laws, typical elements, compounds and reactions, with emphasis on the applied fields. Three class sessions and two 2-hour laboratory periods each week. Prerequisites: two units of high school mathematics or three hours of college mathematics. Five hours.

2—General Chemistry

A continuation of Chemistry 1, and must be taken to obtain credit in Chemistry 1. The laboratory portion includes inorganic qualitative analysis. Five hours.

3—General Chemistry

A beginning course in college chemistry designed for and required of those majoring or minoring in chemistry. Three class sessions and two 2-hour laboratory periods each week. Minimum requirements are the same as for Chemistry 1. Five hours.

4—General Chemistry

A continuation of Chemistry 3 which must be taken in order to receive credit in Chemistry 3. The laboratory portion includes inorganic qualitative analysis. Five hours.



***52—Quantitative Analysis**

A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Two class sessions and two 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 3 and 4. Four hours.

***71—Electronics for Physics and Chemistry**

(Same as Physics-71). Three hours.

75—Inorganic Preparations

A course open to advanced students in chemistry. Inorganic substances are prepared in pure condition, emphasis being laid on the development of technique in obtaining good preparations and on understanding of the principles involved. Prerequisite: fourteen hours of chemistry. Two hours.

76—Advanced Inorganic Chemistry

Current areas of interest in the field of inorganic chemistry, with emphasis on structure and bonding. Three one-hour class sessions per week and an optional three or six hours of laboratory work per week. Prerequisites: Chemistry 3, 4 and 52. Three to five hours.

***83—Organic Chemistry**

The essential properties and preparations of the important classes of carbon compounds with emphasis placed upon structural formulas and nomenclature. The laboratory work is devoted to the preparation of typical organic compounds and to the study of their properties. Three class sessions and two 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 1 and 2 or 3 and 4. Five hours.

***84—Organic Chemistry**

A continuation of Chemistry 83 and required for a major in chemistry. Prerequisite: Chemistry 83. Five hours.

85—Physical Chemistry

The general topics of thermodynamics, kinetics, and atomic and molecular structure are treated. Three one-hour class sessions and one three-hour laboratory session per week. Prerequisites: Chemistry 52, Mathematics 52, and Physics 1 and 2. Four hours.

***91—Chemistry for Teachers**

A course designed for students who plan to teach high school chemistry. It includes selection and arrangement of teaching materials, books and laboratory equipment. Prerequisites: A minor in Chemistry (16 hours) and consent of instructor.

MATHEMATICS

Bill Hobbs, Fannie Boyce, Prentiss Tomlinson, Ronald Welling

The objectives of the Department of Mathematics are: (1) to provide preparation in mathematics for teaching, graduate study, and use in business and industry; (b) to provide understanding of the historical development, deductive nature, and contemporary progress of mathematics; and (c) to provide appreciation for the cultural value, logical structure, and wide application of mathematics.

A major in mathematics consists of a minimum of 30 hours in courses numbered 40 or above. It is suggested that at least 10 hours of physics be taken to support the mathematics major.

A minor in Mathematics consists of a minimum of 15 hours in courses numbered 40 and above.

Students preparing to teach mathematics are required to take Mathematics 73 and 74. Those planning graduate study in mathematics are advised to take Mathematics 59, 60, 63, 64, and to acquire a reading knowledge of French and/or German.

Mathematics

The General Education requirements for all degrees include three hours selected from mathematics or physical science. Mathematics 1, 1A, and 24 are specially designed to meet this requirement. A member of the Department should be consulted for placement in one of these courses.

1—Mathematics for General Education

Designed to make more meaningful the fundamental concepts and techniques of mathematics. Prerequisite: Consent of instructor. Three hours.

1A—Mathematics for General Education

Similar to Math. 1; designed for students with less background in mathematics. Prerequisite: Consent of the instructor. Four hours.

2—Intermediate Algebra

Topics in algebra for students who have had a limited background in high school algebra. Prerequisite: One year of high school algebra, or consent of the instructor. Three hours. (Does not count toward the general education requirements in Mathematics or Physical Sciences.)

7—Mechanical Drawing

Use of instruments; geometric construction; lettering; orthographic projections; sketching; isometric and oblique projection; inking, tracing; and blueprinting; dimensioning; sectioning. Three hours. (Does not count toward general education requirements in Mathematics or Physical Sciences.)

8—Engineering Drawing

Projections of point, line and plane; revolution; surfaces; tangent planes; intersections; surface development; shades and shadows. Prerequisite: Mathematics 7. Three hours. (Does not count toward general education requirements in Mathematics or Physical Sciences.)

10—Mathematics of Finance

Simple interest and bank discount, compound interest and discount, ordinary annuities, other annuities certain (including annuities due, deferred annuities, and perpetuities), amortization and sinking funds, bonds, depreciation, life annuities and life insurance. Prerequisite: Consent of the instructor. Three hours.

24—Modern Finite Mathematics

An introduction to modern mathematics involving finite problems. Compound statements, truth tables, logical possibilities, methods of proof, sets and subsets, partitions and counting, binomial and multinomial theorems, probability theory, vectors and matrices, linear programming, applications to behavioral sciences. Prerequisite: Consent of the instructor. Three hours.

31—Integrated Algebra and Trigonometry

Integrated algebra and trigonometry developed from a study of functions including selected topics from modern mathematics. Provides preparation for Math. 40. Prerequisite: Math. 2 or one and one-half years of high school algebra. Four hours.

40—Calculus and Analytic Geometry I

Limits, continuity, elementary derivatives and integrals with applications, and transcendental functions. Prerequisite: Math. 31 or consent of the instructor. Four hours.

41—Calculus and Analytic Geometry II

A continuation of Math. 40 including methods of integration, plane analytic geometry, hyperbolic function, polar coordinates, vectors and parametric equations, and space geometry and vectors. Prerequisite: Math. 40. Four hours.

52—Calculus and Analytic Geometry III

A continuation of Math. 41 including partial derivatives, multiple integrals, infinite series, complex variables, and differential equations. Prerequisite: Math 41. Four hours.

55—*Modern College Geometry I*

A synthetic development of advanced Euclidean geometry including directed segments, constructions, loci, transformations, inversion theory, projective properties, and properties of circles and triangles. Prerequisite: Math. 52. Three hours.

56—*Modern College Geometry II*

A continuation of Math. 55 including an introduction to the foundations of geometry and a consideration of the following geometries: projective, affine, Euclidean, non-Euclidean, and topology. Prerequisite: Math. 55. Three hours.

*57—*Differential Equations*

Differential equations with applications to geometry and mechanics; a course designed primarily to be a working course for students in mathematics and physics. Three hours.

*59—*Advanced Calculus I*

A rigorous presentation of derivatives, limits, continuity, differentials; power series, convergence and divergence; definite integral; multiple integrals; Gamma, Beta, and Bessel functions; transformations; line and surface integrals; Green's theorem; Stokes' theorem. Three hours.

*60—*Advanced Calculus II*

A continuation of Math 59. Vectors and vector fields; differential equations; partial differentiation; point set theory; calculus of variations; complex variables; Fourier series; applications. Three hours.

*63—*Modern Algebra I*

An introduction to algebraic structures in modern mathematics. Sets, relations and functions, groups, sub-groups and quotient groups, rings and ideals, rings of polynomials, fields, and isomorphism theorems. Prerequisite: Math. 52. Three hours.

*64—*Modern Algebra II*

A continuation of Mathematics 63. A discussion of vector spaces with isomorphism theorems, linear transformations and matrices, lattices and Boolean algebras. Prerequisite: Math. 63. Three hours.

*71—*Probability and Statistical Inference*

A post-calculus introduction to the theory of probability and its uses in statistical inference. Axiomatic development of general probability spaces, random variables, expectation, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, special distributions (binomial, multinomial, normal, Poisson), confidence intervals, hypothesis testing, moment generating functions. Prerequisite: Math. 52. Three hours.

*73—*Foundations of Mathematics*

A consideration of the origin, history, literature and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Recommended for all mathematics majors and prospective mathematics teachers. Prerequisite: Math 52. Three hours.

*74—*The Teaching of Mathematics*

A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher. Prerequisite: Math 73. Three hours. (Does not apply toward a major in mathematics.)

91—*Topics in Mathematics*

Selected topics in mathematics to provide opportunity for individual attention to areas of special interests. Prerequisite: Consent of the instructor. Hours to be arranged.

Physics

PHYSICS

Elbert Pence, W. D. Rice

The department of Physics offers courses: (1) for those students who wish intensive work in Physics to support graduate study or professional practice in the field of Physics, and (2) for those who require a general background in Physics for teaching, engineering, or the medical profession.

A major in Physics consists of 31 hours in Physics; the required courses are: Physics 1, 2, 46, 52, 85, 86, 87, 88, 91. To support the major in Physics, the student is also required to take 10 hours of General Chemistry, and Mathematics 52, 57, and 59.

A minor in Physics requires 19 hours in Physics; 1, 2, and 46 are required; 52 and 87 are recommended to complete the requirement, although any elective combination is acceptable.

A teaching minor in Physical Sciences requires 24 hours in those fields.

To obtain college credit in General Physics, both Physics 1 and 2 are required.

A typical curriculum for the Physics major is as follows:

<u>First year</u>	<u>Second year</u>	<u>Third year</u>	<u>Fourth year</u>
Psych. 1	English 23, 24 (53, 54)	German (Fr., Rus.)	Bib. Lit. 53, 54
P. E. 1, 2	History 21, 22	Theology 21, 22	Speech (Ec., Geog.)
English 3, 4	Math. 41, 52	Fine Arts 1	Math. 59
Bib. Lit. 11, 12	Physics 1, 2	Math. 57	Physics 87, 88
Math. 31, 40		Physics 46, 52	Physics 91
Chem. 3, 4		Physics 85, 86	Electives—15 hrs.

1—General Physics

Mechanics, sound, heat, geometrical optics. Lectures with demonstrations and recitations, 3 periods per week. Laboratory 4 hours per week. Prerequisite: Math. 31. Five hours.

2—General Physics

Physical optics, electricity, magnetism, atomic physics. Prerequisite: Physics 1. Five hours.

36—Introduction to Modern Physics

A sequel to General Physics. Develops more fully the "particle" aspect of modern physics. Prerequisite: Physics 2, Math. 40. Three hours.

46—Basic Electrical Measurements

A laboratory course dealing with the principles and instrumentation of electrical measurements for direct currents and alternating currents up to audio frequencies, with applications to standardization and calibration, and measurements of non-electrical quantities by electrical methods. 2 lecture-laboratory periods per week. Prerequisite: Physics 2. Three hours.

52—Principles of Electricity

A study of the laws of electrostatics, magnetism, electric and magnetic circuits, direct and alternating currents, oscillations, amplifying devices. Special emphasis is given to the theoretical aspects of the subject. Prerequisite: Physics 2, Math. 52. 3 lecture periods per week. Three hours.

*56—Acoustics

A study of the principles of generation, transmission, and detection of acoustic waves, with applications to the various fields of applied acoustics. 2 lecture periods. 1 laboratory per week. Prerequisite: Physics 2, Math 40. Three hours.

71—*Electronics for Physics and Chemistry

An introduction to electronic instrumentation dealing with the principles and application of comparison methods, amplification, feedback, and servo systems. Analog and digital methods are discussed. Prerequisite: Physics 46 or Chemistry 85. Two 2½ hour lecture-laboratory periods per week. Three hours.

82—*Thermodynamics

This subject is concerned with the properties of matter from both a macroscopic and a microscopic point of view. Prerequisite: Math. 52, Physics 2. Three hours.

85—*Theoretical Mechanics

A study of the statics of systems of particles and of rigid bodies; friction, work and energy, momentum, simple harmonic motion, centroids and moments of inertia are among the topics covered. Three hours lecture per week. Prerequisite: Math. 52, Physics 2. Three hours.

86—*Theoretical Mechanics

A continuation of the study of mechanics dealing principally with the dynamics of particles and of rigid bodies. Prerequisite: Physics 85. Three hours.

87—*Modern Physics I (Atomic Physics)

This deals with the foundations of atomic physics, and includes an introduction to quantum theory. Three lecture periods per week. Prerequisite: Math. 52, Physics 2. Three hours.

88—*Modern Physics II (Nuclear Physics)

A continuation of Physics 87, dealing with the atomic nucleus, with an introduction to high energy physics. Three hours lecture per week. Prerequisite: Physics 87. Three hours.

91—*Physical Optics

This subject deals with those optical effects associated with the wave aspects of light, and includes an introduction to the theory of relativity. Two hours lecture, two hours laboratory per week. Prerequisite: Physics 52. Three hours.





College Church

Chapman Hall (Men)





DIVISION OF RELIGION AND PHILOSOPHY

John H. Cotner, Chairman

The Division of Religion and Philosophy includes the Departments of Biblical Literature, Philosophy, Religious Education, and Theology. Practical as well as theoretical in scope, this division has certain immediate objectives which relate the specific aims of its departments to the general objectives of the College. Among these are the following: (1) to acquaint the student with the religious, cultural, and scriptural heritage of the Christian faith that he may be led to self-realization through a full commitment to Christ; (2) to help the student, through the various methods of thought, to arrive at a world view in harmony with both reason and revelation; (3) to help the student gain a sense of responsibility for evangelism and to apply Christian principles to the socio-economic and cultural problems of our day; (4) to prepare lay and ministerial students for a life of Christian service in the church and community; and (5) to prepare students for further graduate studies in their chosen field.

Majors and minors are offered in Religion, Philosophy, Religious Education, Biblical Literature, and Theology.

Work Leading to Bachelor of Arts Degree

Two plans for majors in Religion or Religion and Philosophy for the A.B. degree are offered, with requirements as follows:

Plan I. Major in Religion

A. The completion of thirty hours of upper division work in Biblical Literature, Theology, and Religious Education, including the following:

Theology 51 and 52—History of Christianity.....	6 hours
Theology 53, 54—Systematic Theology.....	6 hours
Theology 62—Evangelical Perfection.....	2 hours
Theology 91—President's Colloquium.....	1 hour
Biblical Literature	6 hours
Electives in religion.....	9 hours

Not more than six hours may be included from the combined areas of Practics and Religious Education.

B. The completion of twenty hours in supporting courses as follows: Philosophy, 8 hours; English and American Literature, 6 hours; History, 6 hours; and Mus. 59, 2 hours.

Religion and Philosophy

Plan II. Divisional Major in Religion and Philosophy

A. The completion of a total of 36 hours in religion and philosophy, exclusive of Biblical Literature 1 and 2 Theology 21 and 22, and including the following:

Theology 51-52, History of Christianity.....	6 hours
Theology 53, 54—Systematic Theology.....	6 hours
Theology 91—President's Colloquium.....	1 hour
Theology 62—Evangelical Perfection	2 hours
Philosophy 31, Introduction to Philosophy.....	3 hours
Philosophy 51, History of Ancient and Medieval Philosophy.....	3 hours
Philosophy 52, History of Modern Philosophy.....	3 hours

B. A minimum of 18 hours in philosophy and 18 hours in religion (Biblical Literature, Theology, Religious Education) with the provision that not more than six hours be included from the combined areas of Practics and Religious Education.

C. A minimum of 24 hours in upper division courses.

A minor in religion consists of 16 hours of upper division work in religion, including six hours in "History of Christianity," three hours in Biblical Literature, and seven additional hours in religion chosen under the head of the Department of Theology.

For biblical literature or philosophy major and minor requirements, see Department Listings.

Work Leading to Bachelor of Theology Degree

The degree of Bachelor of Theology with a major in theology will be conferred upon the completion of the following, in addition to the general graduation requirements (see page 8):

1. A theology major consisting of thirty-six hours as follows:

Biblical Literature (including Bib. Lit. 51 and either Bib. Lit. 52 or three hours of exegesis).....	8 hours
Theology 51-52 History of Christianity.....	6 hours
Theology 53-54 Systematic Theology	6 hours
Theology 55 Principles of Preaching.....	3 hours
Theology 56 Pastoral Theology	3 hours
Theology 62 Evangelical Perfection	2 hours
Theology 71 History and Polity of the Church of the Nazarene.....	3 hours
Theology 91 President's Colloquium	1 hour
Religious Education	4 hours

2. The completion of forty-three hours in supporting courses as follows:

English (including six hours of literature).....	12 hours
Philosophy	8 hours
Psychology 21, Introductory Psychology.....	3 hours
Social Sciences (including six hours of history).....	12 hours
Speech (including Speech 4).....	6 hours
Music 59, Music in Worship.....	2 hours

3. It is recommended that New Testament Greek be included in fulfillment of the general education requirement in the area of Foreign Language or International Understanding and that Music 30, Elementary Conducting, be added as an elective.

Master of Arts in Religion

Degree candidates are advised that the *Manual*, Church of the Nazarene, states the following minimum requirements for graduation from the Course of Study for ministers:

Biblical Literature	12 Semester Hours
Theology (including one semester of Doctrine of Holiness).....	12 Semester Hours
Homiletics, Practices, and Religious Education.....	12 Semester Hours
Church History (including History and Polity of the Church of the Nazarene).....	8 Semester Hours
English and Speech.....	18 Semester Hours
Philosophy and Psychology.....	12 Semester Hours
History and Social Science.....	12 Semester Hours

MASTER OF ARTS IN RELIGION

Statement of Purpose: The division of Graduate Studies in Religion has as its objective the training of young people on the graduate level for full-time service in the Church as ministers, missionaries, or teachers of religion in the various institutions of the Church.

In fulfillment of this objective, a curriculum is offered with the intent of: (1) acquainting the student with the concept of Biblical evangelism in its world-wide aspect; (2) developing an understanding of and appreciation for the doctrines and standards emphasized by the Church, especially the doctrine of entire sanctification; (3) enabling the graduate to be proficient in the Greek language and thus serve well as a Bible expositor; (4) creating an awareness of contemporary issues in our theological doctrines and mission; (5) developing professional competence in the techniques of research and communications.

General Information: Application for admission to graduate studies must be filed with the Director of Admissions together with transcripts of previous work taken. Registration must be approved by the Graduate Council. The student will be admitted to candidacy for the Master of Arts degree after successful completion of 12 semester hours of work. An average of B is required for graduation. Requirements for the Master of Arts degree must be completed within five years after matriculation. Costs are listed on page 19 of this catalog.

Admission Requirements: Prerequisites for the M.A. Curriculum include an A.B. in Religion, Th.B., or the academic equivalent. Included in the course distribution offered must be: Greek, 10 to 12 semester hours; Systematic Theology, 6 hours; Church Administration, 3 hours; Principles of Preaching, 3 hours; History of Christianity, 6 hours; President's Seminar, 1 hour; Philosophy, 6 hours. In cases of deficiency, courses in the undergraduate division of the college may be required.

Graduation Requirements: The Master of Arts degree with a major in theology requires thirty semester hours which includes a thesis. The thesis must be approved by a thesis committee of three faculty members and the English Department for correct form. A minimum of one year of academic work must be done in residence for the Masters of Arts degree. The Graduate Council will determine the amount of credit, if any, which may be transferred from another school to apply toward the degree.

Biblical Literature

The Schedule

1st. Semester

Theol. 160 Doctrine of Man.....	3
Greek 154 Adv. N.T. Greek.....	3
Theol. 167 World Missions.....	3
Theol. 186 Comp. Religious.....	2
Theol. 200 Seminar in Research Methods & Bibliography.....	2
Theol. 201 Thesis.....	1
Elective (upper division)	3
Practice Preaching (one semester)	

2nd. Semester

Theol. 161 Doctrine of Salvation.....	3
Bib. Lit. 158 Arch. of Bible.....	2
Bib. Lit. 159 Bibl. Hermeneutics.....	2
Theol. 194 Seminar in Practical Theol.	3
Theol. 202 Thesis.....	3

For additional information and a catalog describing the courses write the Director of Graduate Studies.

BIBLICAL LITERATURE

*C. E. Demaray, R. L. Lunsford, J. F. Leist, J. Ottis Sayes,
O. G. Hahn, R. E. Perry, R. C. Ridall*

The aims of this Department are: (a) To lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) To give students a basic understanding of the organization and content of our English Bible, and to acquaint them with the principal persons and events involved in Biblical history; (c) To train students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) To acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Bib. Lit. 11, History of Israel, and Bib. Lit. 12, Life of Christ, are required of freshmen on all curricula. Four additional hours are required of upper division students, to be chosen preferably from the courses numbered 53, 54, 55, and 56. Bib. Lit. 51, Biblical Introduction, is required of all theology and Biblical literature majors.

A major in the department requires a minimum of 32 hours (24 in the upper division) in Biblical literature and religion distributed as follows: three hours in Biblical Introduction (Bib. Lit. 51); three hours in Biblical interpretation or background studies (Bib. Lit. 45, 52, 57, 58, 82, 90); twelve hours in exegetical courses, including at least two in each Testament (Bib. Lit. 21, 22, 31, 32, 55, 61, 62, 65, 71, 72, 73, 74, 76; Greek 22, 54); seven hours in theology (Theology 91 and Biblical Lit. 91 and 92 or Theology 53 and 54); and eight hours of electives in Biblical literature, theology, and religious education, exclusive of Bib. Lit. 11 and 12 and Theology 21 and 22. Bible majors are required to complete, as supporting courses, six hours in the field of philosophy (preferably 41 and 51), six hours in English literature, and six hours in history, including a course or courses dealing with the ancient and medieval periods. It is recommended that majors in this field elect Greek in fulfillment of the foreign language requirement.

A minor in the department requires a minimum of 16 hours in Biblical literature, exclusive of courses 11 and 12, and including at least three hours of Biblical introduction, interpretation, or background studies (45, 51, 52, 57, 58, 82, 90) and six hours of upper division exegetical courses (55, 61, 62, 65, 71, 72, 73, 74, 76). A minimum of twelve hours is required in the upper division.

11—*History of Israel*

A historical survey of the Old Testament with emphasis on the books from Genesis to Esther. Attention is given to significant persons and events in the Biblical narrative and to archaeological confirmations. Required of freshmen. Two hours.

12—*Life of Christ*

A brief introductory survey of the New Testament is followed by a detailed study of the four Gospels for the purpose of getting their account of the life and teachings of Christ. Required of freshmen. Two hours.

21—*The Book of Psalms*

A brief introductory study of Hebrew poetry, including an analysis of the structure, background, and contents of the book of Psalms and a careful study of about twenty selected Psalms. Two hours.

22—*The General Epistles*

A study of the epistles of James, Peter, John, and Jude with attention to practical applications. Emphasis is laid on James and I John. Two hours.

31—*The Gospel of John*

A detailed consideration of the practical and theological content of the Gospel of John. Brief attention is given to the Johannine problem. Two hours.

32—*The Book of Acts*

Through careful reading and exegesis of the Book of Acts a study is made of the origin and development of the early Christian church. Particular attention is given to pentecost and to the continuing work of the Holy Spirit as revealed in the events, characters, and messages described in the remaining portion of the book. Two hours.

45—*The Dead Sea Scrolls*

Contemporary developments in Biblical archaeology are studied with particular attention to the discovery and significance of the Dead Sea Scrolls. An attempt is made to build for the student a general background in the history and geography of Bible lands. Two hours.

51—*Biblical Introduction*

An introduction to advanced Bible study. Problems of the canon and text are considered. This leads to a discussion of the composition, authorship, date, and purpose of each book. Selected readings including about half of the Bible text are required. Prerequisite, Biblical Literature 11 and 12 or the equivalent. This course is required of theology majors. Three hours.

52—*Biblical Interpretation*

The principles of sound Biblical interpretation are carefully studied and applied to the exegesis of selected portions from both the Old and New Testaments. In the Old Testament, Isaiah, Jeremiah, and certain of the Psalms are emphasized; in the New Testament, Romans, Ephesians, and Hebrews. Prerequisite: Bib. Lit. 51 or consent of the instructor. Three hours.

53—*Apostolic History and Teaching*

A general survey of the Apostolic period based upon Acts and the General Epistles. Emphasis is placed upon the life of Paul as a foundation for the study of the Pauline Epistles. Not open to students who have taken Biblical Literature 22 or 32. Designed for general education. Two hours.

54—*Pauline Epistles*

A survey of the content and background of the Pauline Epistles, following as nearly as possible the chronological order and associating them with the story as told in Acts. Some attention is given to the problem of authorship, particularly in connection with the Pastoral Epistles. Designed for general education. Two hours.

55—*The Books of Poetry and Wisdom*

A study of Hebrew poetry and the wisdom literature. Exegesis of selected Psalms and of portions of the other poetical books. Designed for general education. Not open to students who have taken Biblical Literature 21. Two hours.

Biblical Literature

56—*Messages of the Prophets*

A study of the prophetic books of the Old Testament with emphasis upon the present day application of their messages. Designed for general education. Two hours.

*57—*Biblical Backgrounds*

A geographical and historical survey of the Mediterranean World of Bible times. Emphasis is laid upon the geography and topography of the Holy Land and upon correlating the Bible narrative with the history of lands surrounding Palestine. Prerequisite: Bib. Lit. 51 or 52 or consent of the instructor. Two hours.

*58—*Biblical Archaeology*

A brief study of the outstanding achievements of archaeology and their bearing on the historicity and integrity of the Bible. Prerequisite: Bib. Lit. 51, 52 or 57 or consent of the instructor. Two hours.

61—*Romans and Galatians*

A doctrinal and exegetical study of Romans and Galatians, with comparison of related passages in the other epistles. Attention is given to the principles of sound interpretation. Two hours.

*62—*Christological Epistles*

An exegetical study of Ephesians, Philippians, and Colossians, involving a study of the Christian idea of salvation. Three hours.

65—*The Epistles to the Hebrews*

A doctrinal and exegetical study of the Epistle to the Hebrews. In relating it to the Old Testament sacrificial system some attention is given to the study of types and to the apostolic interpretation of the Old Testament. Two hours.

*71—*Pentateuch*

A study of the historical and theological content of the Pentateuch. Special attention is given to the Mosaic legislation and the establishment of the Jewish nation. Three hours.

72—*The Major Prophets*

A study of the content and background of Isaiah, Jeremiah, and Ezekiel, with exegesis of selected portions. Emphasis is laid upon the Messianic passages. Three hours.

*73—*Synoptic Gospels*

A harmony study of the life and teachings of Christ as represented in the first three Gospels. Brief attention is given to the Synoptic problem. Three hours.

74—*Johannine Literature*

An exegetical study of the five books written by the Apostle John. Emphasis is laid upon the Gospel and the first Epistle. Not open to students who have taken Biblical Literature 22 or 31. Three hours.

*76—*Apocalyptic Literature*

After a brief survey of the non-canonical apocalyptic literature of the period from 200 B.C. to 300 A.D., a careful study is made of Daniel and Revelation and of the various interpretations which have been given them. Three hours.

90—*Seminar in Bible Studies*

A research course in the general field of Biblical studies. Open as an elective to seniors desiring guidance in the use of research materials and in correlating the several areas studied. Prerequisite: Bib. Lit. 51 or consent of the instructor. One or two hours.

*91—*Old Testament Theology*

A survey of the Old Testament from the standpoint of its theological teaching. Emphasis is laid upon the doctrines of God, man, sin, redemption, and immortality. The Messianic hope is traced through the Old Testament, and the close relation between the Old and New Testaments is stressed. Three hours.

*92—*New Testament Theology*

A survey of the New Testament teachings on the cardinal doctrines of theology. An attempt is made to analyze the teaching of separate books and to show the harmony of doctrine throughout the New Testament. Three hours.

PHILOSOPHY

L. C. Philo, John Cotner, E. E. Barrett, S. S. White

The aims and objectives of the Department of Philosophy are:

1. To aid the student in developing his philosophy of life.
2. To help the student to think clearly and soundly.
3. To acquaint him with the thought processes of the great thinkers of the world.
4. To assist the student in making a commitment to the ultimate in spiritual values.
5. To encourage participation in community affairs at all levels from the perspective of christian democracy.
6. To succor the student in his pursuit of moral and esthetic values.
7. To lend support in his endeavor to gain a knowledge, understanding, appreciation, interpretation, and evaluation of the total of human experience.

A major in the department requires a minimum of 26 hours of work as follows: Philosophy 31, 41, 42, 51, 52, and at least 11 additional upper division hours chosen in consultation with the major professor. Philosophy majors are required to complete supporting courses as follows: History, 6 hours; upper division English literature (including Eng. 63), 4 hours; Psych. 21, 3 hours; and upper division Theology (including Theol. 91), 7 hours.

A minor includes Philosophy 31, 41 or 42, 51, 52, and at least four additional hours chosen in consultation with the major professor.

31—Introduction to Philosophy

This is an orientation course, introducing the student to the terminology and problems in the field of philosophy. Two hours.

41—Logic

This course is concerned with the principles of correct thinking; it is an examination of the laws of inductive and deductive reasoning, together with their application to the problems of scientific and philosophic investigation. Three hours.

42—Ethics

This is a study of the basic principles of ethical conduct as applied to personal and social problems. Special attention will be given to an adequate code of Christian ethics. Two hours.

51—History of Ancient and Medieval Philosophy

This is a study of the development of western thought from the early records of the Greeks down to the close of the Medieval period.

52—History of Modern Philosophy

This course is an investigation of the important philosophers and movements in the modern period from Descartes to the present. Three hours.

**53, 54—History of Ethics*

This is a comprehensive course concerned with the development of the chief ethical ideals of our civilization. The classical foundations of morality are analyzed, and the unique contribution of Christianity is noted. Attention will be given to the critical issues of our day. Three hours both semesters.

**61—Plato*

This is an analysis and interpretation of the leading concepts of Plato's philosophy; several of the most important dialogues will be read. Prerequisite: Philosophy 31 or 51. Two hours.

Religious Education

*62—*Aristotle*

Several of the basic works of Aristotle will be studied. Prerequisite: Philosophy 31 or 51. Two hours.

*71—*Contemporary Philosophy*

The reading and discussion of selections from representative philosophers of the present and the recent past. Acquaintance is made with the leading schools of thought in present-day philosophy. Prerequisite: Philosophy 51 and 52. Three hours.

*72—*Contemporary Philosophy*

An intensive study of one type of contemporary philosophy. The epistemological and metaphysical concepts of this school are considered, and its relation to other present-day philosophies is discussed. Prerequisite: Philosophy 51 and 52. Three hours.

*75—*Oriental Philosophy*

A study of the philosophical systems and movements of India, China, and Japan. Consideration will be given to the early and contemporary philosophy of Hinduism, Buddhism, Jainism, and Confucianism. Special attention will be devoted to the similarities and contrasts of the basic systems and methods of Eastern and Western philosophy. Three hours.

*81—*Philosophy of Religion*

This is a study of religion from the philosophical point of view. It is an examination of the contribution made by philosophy to religion. Prerequisite: Philosophy 51 and 52. Three hours.

90—*Seminar in Philosophy*

A research course in the general field of philosophy. Open as an elective to seniors desiring guidance in correlating the several fields of study. One or two hours.

*91—*Epistemology*

This course surveys the theories of knowledge with respect to method and content. Attention is given to the nature and criteria of truth, and the respective claims of authority, faith, reason and intuition, particularly as seen in authoritarianism, rationalism, empiricism and mysticism. Prerequisite: Philosophy 51 or 52. Three hours.

*92—*Metaphysics*

This is an examination of the leading theories concerning the ultimate nature of reality. The fundamental problems of being, energy, space, time, life, mind, freedom, and God will be considered. Prerequisite: Philosophy 51 or 52. Three hours.

*93—*Aquinas*

This course consists in a study of selected portions of *Summa Theologica* and *Summa Contra Gentiles*, and a reading of works of Aquinas. Prerequisite: Philosophy 51 or 52. Three hours.

*94—*Kant*

This course consists of a critical analysis of the epistemology, metaphysics, ethics, and religion of Immanuel Kant. Prerequisite: Philosophy 51 or 52. Two hours.

RELIGIOUS EDUCATION

J. Ottis Sayes

The field of religious education is an ever-widening area of service in the church. The demand is increasing for trained individuals for positions as directors of religious education, district directors of boys' and girls' camps and youth institutes, teachers in week-day religious education, vacation Bible school teachers and supervisors, Sunday school workers, leaders in the Christian Service Training program, supervisors of boys' and girls' clubs in the local church, and educational leadership in mission schools.

The Department of Religious Education seeks to meet this growing demand as follows: (1) by providing opportunity for all students to become acquainted with the fundamentals of religious education, (2) by offering a major for those who plan to devote full time in the field of religious education, (3) by offering a minor for those whose vocation is in another area and cannot take the full major, but who desire training in religious education as a channel of Christian service.

It is recommended that those who plan to do work in religious education, especially those electing a religious education major, also take training in music, business, or radio, in order to broaden their usefulness in the local church. (For the minor in church music see page 61.)

Minimum Requirements for a Major in Religious Education

A Bachelor of Science degree with a major in Religious Education requires the completion of the general education requirements as outlined on page 41. Supporting courses from other departments are required as follows: Art 5, 6; Mus. 30; Eng. 30; and Speech 4, 44.

A major in the department requires a minimum of 26 hours of work as follows: Religious Education 9, 10, 51, 52, 63, 64, 65, 91, 92; Theol. 91 and at least eight additional upper division hours chosen in consultation with the major professor.

Minimum Requirement for a Minor in Religious Education

A minor in the department requires a minimum of 16 hours including: Religious Education 9, 10, 52, 63, 64, or 65, and 91 or 92 and at least four hours chosen in consultation with the major professor.

9—Introduction to Religious Education

A study of the needs, aims, methods, materials, and programs of religious education. The agencies available in the local church for educational evangelism and the development of Christian character will be considered. Attention is given to present day problems and trends. Two hours.

10—Survey of Religious Education in the Local Church

A survey of the various agencies in religious education including the Sunday School, Nazarene Young People's Society, Junior Society, Junior Church, Nazarene Foreign Missionary Society, Home Department, week-day religious education, and week-day activities in the church and community. The organization and administration of all religious education in the local church will be considered. Two hours.

12—Personal Evangelism

A study of the need for personal evangelism and various methods and techniques employed. Attention will be given to the use of the Scriptures in personal evangelism. The denominational emphasis will also be considered. Two hours.

****33—Youth Clubs and Camping***

A study of several organizations serving youth with particular attention to Boys' and Girls' Scouts, Nazarene Caravans, school, community, and church clubs. A study of the organization, administration, supervision and activities of youth camps such as Day Camps and N.Y.P.S. Institutes. Two hours.

51—History and Philosophy of Religious Education

The history of religious education as seen in the Old and New Testaments, church history, and modern times. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with Scriptural principles, formulation of a personal philosophy of religious education. Prerequisite: Religious Education 9. Three hours.

Religious Education

52—*Church School Administration*

A study of the organization, administration, and supervision of the church school. An outline of the duties and functions of the local church school board, the Sunday School cabinet, officers, supervisors and teachers of the various departments of the church school. Plans for promotion of the work including Christian Service Training. Prerequisite: Religious Education 9 and 10. Three hours.

*58—*Worship in the Church*

(Same as Theology 58.) Two hours.

59—*Music in Worship*

(Same as Music 59.) Two hours.

62—*Vacation Bible School*

A study of the origin, development, needs, values, and purposes of the Vacation Bible School, including organization, training of workers, curriculum, problems of administration, and practical demonstrations and discussion. Materials recommended for use by the Department of Church Schools will be studied. Two hours.

*63—*Religious Education of Children*

A study of the basic principles of child psychology in relation to the spiritual needs of the child, materials and methods for children's work in the nursery, beginner, primary, and junior departments, and the administration of the church school program for children. Two hours.

*64—*Religious Education of Youth*

A study of adolescent psychology in relation to the nature and needs of young people, materials, methods and programs for youth work in the intermediate, senior and young people's departments, a suggested program of Bible study, evangelism, worship, recreation, and stewardship to win and hold the adolescent group. Two hours.

*65—*Religious Education of Adults*

A study of the nature and needs of the adult groups and materials and methods for teaching adults. Special attention is given to planning for the young adult group, missionary, stewardship and other Christian Service Training education in the local church. Two hours.

67—*Materials and Methods for Recreation*

(Same as Physical Education 67.) Two hours.

71—*The History and Polity of the Church of the Nazarene*

(Same as Theology 71.) Three hours.

72—*Week-Day Religious Education*

An examination of the several week-day activities of the church, including week-day Bible schools, and released time Bible schools. Problems of organization, administration, and promotion. Two hours.

74—*Theories and Principles of Pastoral Counseling*

(Same as Theology 74.) Three hours.

*82—*Psychology of Religion*

(Same as Theology 82.) Three hours.

89—*Problems in Religious Education*

Individual study of a practical problem in religious education. The student must discover, analyze, and define the problem, plan its solution, and evaluate the results. Two hours.

91, 92—*Supervised Field Work in Religious Education*

Each student majoring in religious education will be assigned to work in some phase of the educational work of the church. He will report for personal conferences each week with the instructor, and present a written report on his project at the close of the semester. One hour both semesters.

97—*Audio-Visual Aids in Religious Education*

(Same as Education 97.) Two hours.

THEOLOGY

*J. H. Cotner, H. W. Reed, E. E. Barrett, R. L. Lunsford,
R. E. Perry, J. F. Leist, O. G. Hahn, S. S. White*

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize the Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion and Philosophy. While required for ordination in the church, not all of these courses are necessarily included in the requirements for degrees. Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements.

Religion

81—*Philosophy of Religion*

A study of religion from the philosophical point of view. An examination of the contribution made by philosophy to the religion and the supplementary nature of faith and reflective thinking in human life. Prerequisite: Philosophy 51 and 52. Three hours.

*82—*Psychology of Religion*

A psychological analysis (descriptive and motivational) and interpretation of religious experience. Such topics as conversion, sanctification, prayer, mysticism, worship, religious attitudes, traits, sentiments, and the normal religious person will be considered. Prerequisite: Psychology 21. Three hours.

*83—*Readings in Christian Classics*

Reading and discussion of representative materials in the Bible and Christian literature. Not open to students with a major or minor in religion. Two hours.

*85—*Sociology of Religion*

The interaction of religious beliefs and social institutions, with detailed attention to the sociological expression of the Christian faith in sect, denomination, and church. Three hours.

*86—*Comparative Religion*

A study of the chief contributions of the major living religions of the world. It is recommended for all students concentrating in the field of doctrinal theology. Two hours.

Theology

90—*Seminar in Religion*

An extensive study of some area, or areas, in religion designed to afford opportunity for religion majors to do creative research. Limited to seniors. One or two hours.

91—*President's Colloquium*

A conversation course in which problems and major concepts incidental to the several areas of study in the division are considered. Required in the last year of work of all Th.B. candidates with majors in theology; all A.B. candidates with Biblical Literature, religion or divisional majors; and all Theological Certificate students. One or two hours.

SYSTEMATIC THEOLOGY

21, 22—*Christian Doctrine*

A general education course involving a study of the fundamental doctrines of the church from a Biblical basis, as interpreted by the Church of the Nazarene. An attempt will be made to provide a background for further study and to acquaint every student with the essential doctrines of the Christian faith with special emphasis given to the Doctrine of Holiness. Two hours both semesters.

31—*Introduction to the Doctrine of Holiness*

An intensive study of the doctrine of Christian perfection as commonly taught by the holiness groups. There will be readings from the classics of the holiness movement. Recommended for all students planning toward a major in theology. Two hours.

53, 54—*Systematic Theology*

A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Arminian point of view in respect to the atonement and the doctrine of entire sanctification. Prerequisite: Philosophy 31 and Theology 21 and 22. Recommended for seniors only. Three hours both semesters.

*61—*Doctrine of Salvation*

An investigation of the doctrine of salvation including a study of the nature of man and sin and the various theories of atonement, with special reference to the scriptural and historical aspects. Prerequisite: Theology 21 and 22. Three hours.

*62—*Evangelical Perfection*

A study of the doctrine of Christian perfection with special emphasis on its Biblical and historical background. A survey will be made of the outstanding literature in this field, and especially the life and works of John Wesley. Careful consideration will be given to the implications of Christian perfection for personal experience and practical living. Prerequisite: Theology 21 and 22. Two hours.

*70—*Christology*

A study of the historic views of the person of Christ, with reference to their application in current theological discussion. Prerequisite: Theology 51, 52, 53, 54. Two hours.

*72—*The Doctrine of the Holy Spirit*

The teachings of the Bible with reference to the personality and work of the Holy Spirit are surveyed with special emphasis upon Johannine and Pauline writings and the Acts of the Apostles. Prerequisite: Theology 51 and 52 or 53 and 54. Three hours.

*94—*Arminian Dogmatics*

The theology of James Arminius and the Remonstrants, and its influence upon Wesleyan and other Protestant thought. Prerequisite: Theology 51 and 52. Two hours.

*95—*Contemporary Theology*

A study of the writings of several present-day theologians who have been influential in molding theological thought. Attention will be given to their biography, the influences upon them, and an evaluation will be made of their main ideas. Prerequisite: 12 hours in Theology including Theology 51 and 52. Three hours.

CHURCH HISTORY

51, 52—*History of Christianity*

A survey of the history of the church, supplemented with lectures and source readings covering the thought of about twelve major theologians such as Origen, Augustine, Aquinas, Luther, Calvin, Wesley, Schleiermacher, Ritschl, Kierkegaard, and Barth. Three hours both semesters.

59, 60—*Renaissance and Reformation*

(Same as History 59, 60.) Two hours both semesters.

*63—*History of British Christianity*

The development of Christianity in the British Isles with emphasis on the emergence of the Anglicans, Presbyterians, Quakers, Puritans, and Methodists. Special attention will be given to John Wesley and the evangelical revival of the eighteenth century. Three hours.

*64—*History of American Christianity*

The story of Christianity in the United States and Canada from the colonial period until the present, including a study of the influence of Puritanism, the frontier revivals, the slavery controversy, and the social gospel on present American religious life. Three hours.

*66—*History of Christian Missions*

A survey of how Christianity spread throughout the world. The course is designed to present the viewpoint of expansion rather than doctrinal or ecclesiastical development. Attention will be given to modern missionary work and especially to that carried on by the Church of the Nazarene. Three hours.

71—*History and Polity of the Church of the Nazarene*

A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the *Manual* of the Church of the Nazarene. The history of the denomination will be carefully surveyed. Three hours.

PRACTICES

12—*Personal Evangelism*

(Same as Religious Education 12.) Two hours.

55—*Principles of Preaching*

The character of the sermon; the several types of sermons; finding source material; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism. Three hours.

56—*Pastoral Theology*

The pastoral office, its nature and authority. Call to the ministry; choice of fields; personal life of the minister; the minister's library; methods of pastoral work; relation to the organizations and activities of the church; the conduct of public worship. Prerequisite: Theology 55. Three hours.

*58—*Worship in the Church*

Forms of worship; the use of scriptures, music, prayer, order of services; the sacraments and other special services. Two hours.

*67—*Church Administration*

A comprehensive study of the organization and activities of the local church. Business administration; methods of publicity, evangelization program; ministerial ethics; relation of the church to the district and general program. Particular attention will be given to Nazarene polity. Three hours.

*73—*Evangelism*

History of evangelism; the evangelistic message, the effective evangelist; preparing for revivals; post-revival methods; personal evangelism; perennial pastoral evangelism. Three hours.

Theology

*74—*Pastoral Counseling*

A consideration of the need for and the objectives of pastoral counseling; theories of counseling as applied to the work of the ministry; possible techniques of counseling; and the advantages and limitations of counseling in the parish ministry. Prerequisite: Psychology 21. Three hours.

75—*Hymnology*

(Same as Church Music 75.) Two hours.

*77—*Theological Reading Course*

Students will read and report on all books required by the ministers' course of study, as prescribed by the Nazarene *Manual*, which have not been covered in other courses. Each student will read the "Herald of Holiness" and the "Preachers' Magazine." Credit for this course is not acceptable in fulfillment of the requirement for a major in theology, but may be credited on the total requirements for graduation. Three hours.

*92—*The Preaching of Holiness*

A rapid survey of the principles of preaching, and of the fundamental concepts of the doctrine of holiness, followed by intensive practice in preparation and delivery of sermons on the doctrine of holiness. Prerequisite: Theology 55. Two hours.

*93—*Expository Preaching*

Application of the principles of homiletics to expository preaching. Opportunity will be given for the preparation and delivery of expository sermons. Class criticism. Prerequisite: Theology 55. Two hours.

THEOLOGICAL CERTIFICATE COURSE

R. L. Lunsford, Director

The Theological Certificate course is planned to meet the need of students who want training in the Bible and theology, but who find it impractical to pursue the regular degree program. The Theological Certificate course is designed to cover the subjects listed in the course of study for ministers in the *Manual* of the Church of the Nazarene.

The Theological Certificate course has the same requirements for admission as the degree program. (See requirements for admission on page 30.)

Graduation from the Theological Certificate course does not qualify the graduate for seminary training; however, the credits earned may be applied on the regular degree course.

Requirements for Graduation

To secure the Theological Certificate, the candidate must complete ninety-five hours of work distributed as follows:

Doctrinal Theology—13 hours

Theol. 21, 22—Christian Doctrine.....	4 hours
Theol. 53, 54—Systematic Theology.....	6 hours
Theol. 62—Evangelical Perfection	2 hours
Theol. 91—President's Colloquium	1 hour

Biblical Literature—12 hours

Bib. Lit. 11—History of Israel.....	2 hours
Bib. Lit. 12—Life of Christ.....	2 hours
Electives	8 hours

(Bib. Intro. and Interp. Recommended)

Practice—6 hours

Theol. 55—Principles of Preaching.....	3 hours
Theol. 56—Pastoral Theology	3 hours

Historical Theology—12 hours

Theol. 51-52—History of Christianity.....	6 hours
Theol. 66—History of Christian Missions.....	3 hours
Theol. 71—History and Polity of the Church of the Nazarene.....	3 hours

Religious Education—6 hours

Rel. Ed. 9—Introduction to Religious Education.....	2 hours
Rel. Ed. 10—Survey of Religious Education in the Local Church...	2 hours
Electives	2 hours

Academic Subjects—46-47 hours

Psy. 21—Introductory Psychology	3 hours
English 3, 4—General English.....	6 hours
English and American Lit.....	6 hours
Music 30—Elementary Conducting	2 hours
Music 59—Music in Worship.....	2 hours
Phil. 31—Introduction to Philosophy.....	3 hours
Soc. Sc. 1-2—Introduction to the Social Sciences.....	6 hours
Speech	6 hours
History Elective	6 hours
Philosophy Elective	3 hours
Psychology Elective	3 hours

Advanced courses may be taken only after having fulfilled the lower division pre-requisites.

MINISTERIAL STUDIES PROGRAM

R. L. Lunsford, Director

The Ministerial Studies Program is designed to meet the needs of those who cannot qualify for college entrance, but who feel the need for training in preparation for church work. This course is recommended and open only to mature persons. Younger persons are urged to take pre-college work in preparation for meeting college entrance requirements.

No formal requirements for admission are made, but all students must complete the orientation program before registration. Credits earned in this program may not be counted as college credits toward any degree or diploma. Students in this program will be graded S, superior; G, good; M, Medium; P, Poor; and U, Unsatisfactory. Record of work taken may, however, be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the *Manual* of the Church of the Nazarene.

This program is so designed as to offer the equivalent of each course as outlined in the *Manual*.

Manual Course of Study

Biblical Literature

Manual of Bible History
Exploring the Old Testament
Exploring the New Testament

College Course

Bib. Lit. 11—History of Israel
Bib. Lit. 12—Life of Christ

Theology

Systematic Theology

Intro. to Christian Theology
Exploring Our Christian Faith

Holiness and Power
Terminology of Holiness
Conflicting Concepts of Holiness

Christian Theology (Vol. 1)

Christian Theology (Vol. 2-3)

Th. 21, 22—Christian Doctrine

Th. 62—Evangelical Perfection

Th. 53—Systematic Theology

Th. 54—Systematic Theology

Practices

Preaching From the Bible
Principles and Practice of Preaching

Overseers of the Flock

All reading books not covered
in other courses.

Th. 55—Principles of Preaching

Th. 56—Pastoral Theology

Th. 77—Theological Reading Course

Church History

History of the Christian Church

50 Years of Nazarene Missions (Vol. I)

50 Years of Nazarene Missions (Vol. II)

Rise of the Church of the Nazarene
Manual of the Church of the Nazarene

Th. 51-52—History of Christianity

Th. 66—History of Christian Missions

Th. 71—History and Polity of the Church
of the Nazarene

Religious Education

The Nazarene Sunday School

Rel. Ed. 10—Survey of Religious Educa-
tion in the Local Church

Academic

Handbook of English

History of English Literature
History of American Literature

U. S. History

Robert's Rules of Order

The Story of Ourselves

Eng. 3-4—General English

Eng. 9, 10—Intro. to Literature

Hist. 21-22—History of the U. S.

Speech 4—Parliamentary Law

Psych. 21—Introductory Psychology





DIVISION OF SOCIAL SCIENCES

W. E. Snowbarger, Acting Chairman

The Division of Social Sciences consists of the Departments of Business Administration, Economics, History, Home Economics, Political Science and Sociology. Service courses in Geography are also available.

This Division seeks to develop in the student the following: (1) A general understanding of social institutions, past and present, their development and problems; (2) An acquaintance with the political, economic, and social ideals and practices in American democracy; (3) An interest in, and a grasp of the social sciences with an opportunity to specialize in one or more fields; (4) An acquaintance with scientific methods of research in the study of society. An interdepartmental major in Social Sciences is offered leading to the A. B. degree. The major consists of fifty-four hours of course work distributed among the fields of economics, geography, history, political science, and sociology. The distribution must follow the pattern below:

From one department	24 hours
From each of two other departments, 8 hours	16 hours
From departments above or from other areas in the Division of Social Sciences, an additional	14 hours

The major must include Economics 1 and 2, History 1 and 2, Sociology 21, and Social Science 96. A minimum of 24 hours within the major must be taken in the upper division. Those who are preparing to teach Social Studies must present 24 hours of credit in history, including no less than 8 hours in United States history and 8 hours in General and European history. Social Science 78, Teaching of the Social Studies, is required for those preparing to teach social studies in addition to the above 54 hour program.

Courses marked * will be given in alternate years.

SOCIAL SCIENCE

1, 2—Introduction to the Social Sciences

A general education course, including a study of the development of modern social institutions with emphasis upon historical movements in Western Civilization and explorations into the nature of contemporary economic, social and political problems of society. The second semester of this course contains material on American Government equivalent to that usually required for two hours of credit. Three hours both semesters.

Business Administration

78—Teaching the Social Studies

A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the major or minor. Two hours.

96—Seminar in Social Science

A course to correlate the fields of social science and summarize current problems of society with a view to their possible solutions. The student will be required to apply social science research methods to a topic of interest. Two hours.

BUSINESS ADMINISTRATION

L. Anderson, L. G. Mitten, Esther Roberts, V. C. Carmichael

The purpose of this Department is to give students a basic knowledge of the activities in the business and economic world. A knowledge of economic forces is a part of the background for any cultured and intelligent citizen. This knowledge, together with business skills, is fundamental to those who contemplate a career in such fields as general business, accounting, industrial management, insurance, merchandising, secretarial work, teaching of business subjects in the high school, or Christian service such as the ministry or missionary work. A Bachelor of Science degree with a major in Business Administration requires the completion of the general education requirements listed on page 8 and a minimum of six hours in psychology, three hours in speech and six hours of mathematics, including Mathematics 10 or the equivalent.

A major consists of 33 hours in the field of business administration and economics. This includes Economics 11 and 12 and Business Administration 5, 6, 51, 52, 53, 55, 56, 75 and either 60, 61 or 69. All majors must have a minor of at least sixteen hours.

A minor in business administration consists of sixteen hours including Business Administration 5 and 6 and a minimum of six hours numbered 50 or above.

Suggested Courses for the B.S. Degree with a Major in Business Administration

FIRST YEAR			
Personal Development	1	Mathematics of Finance	3
Introduction to the Social Sciences . . .	3	Introduction to the Social Sciences . . .	3
General English	3	Introduction to Business	3
Biblical Literature	2	General English	3
Economic Geography	2	Economic Geography	2
Physical Education	1	Physical Education	1
SECOND YEAR			
Principles of Economics	3	Typewriting	3
Principles of Accounting	3	Principles of Economics	3
Biblical Literature	2	Principles of Accounting	3
Psychology	3	Christian Doctrine	2
Science	5	Electives	3
		Social Science	2

A 35-hour Business Education major is offered under the Bachelor of Science degree and is designed for students preparing to teach in secondary schools. Courses required on this major are Economics 11, 12 and Business Administration 3, 5, 6, 14, 22, 51, 52, 68, and 6 hours in courses numbered 50 and above. The prospective teacher must also have a 19-hour minor in Education which must include 4 hours of "Teaching Business Subjects" and must offer a minor teaching area of a minimum of 20 hours.

2—Introduction to Business

An introductory survey course in the field of business management. Such topics as business as a career, locating and organizing a business, financing, buying and selling, planning and budgeting and personnel management are included. Three hours.

5, 6—Principles of Accounting

A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The course emphasizes proprietorship and corporation accounting. Three hours both semesters.

10—Mathematics of Finance

(Same as Mathematics 10.) Three hours.

13, 14—Typewriting

Instruction and practice in typewriting by "touch" control. Technique; rhythm; accuracy; speed; letter writing; arrangement problems; legal documents; personal typing; tabulation and stencil cutting. Three hours both semesters.

15, 16—Shorthand

A study of the elementary principles of Gregg shorthand. Emphasis of building speed in writing and transcription. Three hours both semesters.

22—Transcription

Advanced work to develop speed in transcription. General business and vocational dictation. Prerequisite Business 16, or one year of high school shorthand. Three hours.

**51, *52—Business Law*

A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes. Three hours both semesters.

53—Marketing

A course in the distribution of raw materials, manufactured goods and agricultural products. Marketing functions, principles and problems of general marketing, the place of middlemen in the marketing structure, type of retail outlets, price policies, and unfair competition will be studied. Prerequisite: Economics 12. Three hours.

**54—Retail Merchandising*

A study of the fundamentals of retail selling, including store management, personnel problems, advertising, store layout, equipment, accounting, and credit management. Three hours.

55, 56—Intermediate Accounting

Treats such phases of accounting as accepted principles and procedures for setting up working papers and financial statements; correction of prior years' earnings; handling ownership, asset, and liability accounts in a corporation; interpretation of financial statements; analyses of working capital operations; statement of application of funds; and income tax allocation. Three hours both semesters.

**57, 58—Cost Accounting*

The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Three hours both semesters.

59—Business Correspondence

Consists of remedial work in English fundamentals; treatment of letter mechanics; presentation of principles of effective writing; and writing of administrative sales and application letters, with emphasis on training for the business correspondent. Three hours.

Business Administration

**60—Office Management*

Emphasizes the actions of administrative management through the techniques of office automation; the work of information handling; the functions of planning, controlling, organizing, and actuating office management procedures; and the development of new office machines, new planning techniques, new means of decision making, and improved methods of employee motivation. Three hours.

**61—Industrial Management*

Evaluates the management problems of an industrial enterprise, including effective organization. The problems of products, facilities, machinery and equipment, employee relations, work and wages and control procedures are covered. Three hours.

**63, 64—Advanced Accounting*

Accounting principles and procedures for partnership ventures, consignments, installment sales, and parent and subsidiary relationships are emphasized. Special purpose statements such as Statement of Affairs and Realization and Liquidation Reports are presented. Three hours both semesters.

**65—Income Tax Accounting*

Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals, partnerships and corporations. Two hours.

**66—Insurance*

(Same as Economics 66.) Three hours.

**67—Auditing*

Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program for each phase of the audit is outlined in detail. Two hours.

68—Office Practice

Provides opportunity for acquaintanceship through actual operational use of key-drive and automatic rotary calculators; ten-key and full-keyboard listing machines; mimeograph and direct-process duplicators; dictating and transcribing machines; electric typewriters; and filing procedures. Two hours.

**69—Personal Management*

Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon role of operating supervisors and executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Three hours.

71, 72—Teaching Business Subjects

Principles and methods in teaching typewriting, shorthand, bookkeeping, and junior business training that have been used successfully in the secondary schools. Two hours both semesters.

**73—Investments*

An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. Three hours.

**75—Business Statistics*

An introduction to statistical methods including sampling, measures of dispersion, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized.

**77—Real Estate*

Provides bases for understanding the economics of real property and the techniques of handling real property transactions for the student of business administration, for the practitioner, and for the consumer who desires to learn how to select, finance and maintain property, either for a home or for an investment.

80—Research in Business Administration

Problems in business of particular interest to the student are assigned upon approval by the instructor. Only a total of four hours will be allowed towards a major; two hours toward a minor. One or two hours.

ECONOMICS

L. E. Anderson, L. G. Mitten, V. H. Carmichael

The purpose of the Department of Economics is to give students a basic knowledge of economics principles, the historical background in which current economic thought originated and a study of the present economic systems. The principles are studied in relation to current economic problems and to the problems of individual economic existence.

A minor in this department consists of sixteen hours including Economics 11 and 12 and a minimum of six hours numbered 50 and above.

3, 4—*Economic Geography*

Portrays world-wide patterns of man's principal occupations and analyses of their distributional features, with emphasis on variations in such factors as land forms, soils, natural resources, climate, and the effect of these variations upon agriculture, forestry, industry, transportation, commerce and other economic activities. Two hours each semester.

11, 12—*Principles of Economics*

A general course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economic system. Three hours both semesters.

52—*Consumer Economics*

Emphasizes basic problems of the consumer including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, and frauds. The purpose of the course is to make the student aware of the problems of the consumer in a competitive economy. Two hours.

53—*Marketing*

(Same as Business 53.) Three hours.

*59—*Government Finance*

Emphasizes the methods available for a government to produce revenue. Special consideration is given to the U. S. methods of taxation. The problems of budgets, balancing revenue with expense and deficit financing are considered. Three hours.

*60—*Labor Problems*

Presents an historical evaluation of the development and rise of the labor movement. Especially emphasizes the impact of law on the development of union activity. Evaluates the problems of union-management relationships in the current economic environment. Three hours.

*62—*Money and Banking*

A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studied. Two hours.

*63—*International Economics*

A study of the theory of international trade with a view to understanding how trade is carried on and determining a policy for the various countries to follow in the future. Two hours.

History and Political Science

*64—*Business Cycles*

A survey of the history of business cycle theory. The phases of the business cycle are examined in an effort to isolate causes and effects of the cycle. The proposed theories of control of the business cycle are evaluated in terms of current problems. Special emphasis is placed on government intervention and control. Three hours.

*66—*Insurance*

A general study of insurance and its economic significance to businessmen and society. Three hours.

*73—*Investments*

(Same as Business 73.) Three hours.

*75—*Business Statistics*

(Same as Business 75.) Three hours.

76—*Research in Economics*

Economic problems of particular interest to the student are assigned upon approval by the instructor. Only a total of two hours will be allowed towards a minor. One or two hours.

*77—*Real Estate*

(Same as Business 77.) Two hours.

HISTORY AND POLITICAL SCIENCE

W. E. Snowbarger, H. N. Humble, James E. Stewart, Bill Isaacs

It is the purpose of the Department of History to acquaint students with the heritage of the past and to place present political, economic, and social problems in their historical perspective.

A major in this department consists of thirty hours. This must include History 1, 2, 21, 22, and 95 with a minimum of fourteen hours in courses numbered from fifty to one hundred. Students preparing to teach Social Studies in the high school must take Social Science 78, "Teaching the Social Studies," beyond the departmental major.

In addition to these requirements, a student completing a major in history must complete supporting courses under one of the following plans:

- a. a minor of at least 16 hours
- b. (for social studies teachers) at least one course each in Geography, Economics, American Literature, Political Science, and Sociology.

Majors in history are urged to secure a reading knowledge of French or German and to acquaint themselves with subjects closely related to history in the social sciences.

A minor in history consists of sixteen hours, including one survey course and a minimum of six hours in courses numbered from fifty to one hundred.

Lower division courses in each of the following subdivisions of the field of history will be considered prerequisite to upper division courses in that subdivision.

General and European History

1, 2—*General European Survey*

A general survey of the principal characters and events in the history of the Western World from the earliest times to the present. The development of the culture of the Western World is emphasized. Three hours both semesters.

55—*Europe, 1815–1870

An intensive study of the cultural and political aspects of Europe from the Congress of Vienna to the Franco-Prussian War. Three hours.

56—*Europe, 1870–1950

A study of the political and cultural forces of Europe from the Franco-Prussian War to the Second World War. Three hours.

59, 60—*Renaissance and Reformation

A study of European History from 1300 to 1600. Special attention is given to such topics as the formation of modern nations, economic and cultural changes. The religious changes are traced through the Protestant Reformation and the Catholic Counter Reformation. Two hours both semesters.

61—*Russian History

A political and social history of Russia from the Kievan Period to the present. Special attention is given to the social movements that characterized much of the nineteenth century and the conditions that contributed to the Revolution of 1917. The subsequent Bolshevik regime and the place of Russia on the modern world are also studied. Three hours.

63—*Latin American History

Emphasis placed upon the interpretation of the political, economic, religious, and social aspects of the Latin-American countries. The course is topical in its outline. Three hours.

67, 68—*Contemporary History

A study of the current domestic and international problems with an effort to understand them against their background. Two hours both semesters.

71—*Ancient History*

A survey of the cultures and institutions of the ancient civilizations which contributed most to the foundations of Western civilization, from earliest times to the fall of the Roman Empire in 476. Emphasis is placed on the Greek and Roman achievements. Three hours.

76, 77—*Modern England, 1485–1950

A study of the rise of Great Britain and the Empire-Commonwealth in the modern period. Emphasis is placed on the constitutional, religious, economic, and diplomatic developments. Three hours both semesters.

95—*Introduction to Historical Method and Bibliography*

An introduction to problems of historical research and the use of the library. Required of all history majors. Prerequisite: twenty hours of history. Two hours.

United States History

21, 22—*U. S. History Survey*

A survey course of the history of the United States, covering the period from the discovery of America to the present. Not open to freshmen. Three hours both semesters.

81—*Colonial Period in American History

A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. Three hours.

86—*Civil War and Reconstruction

A study of the period 1850 to 1876, including the causation of the war, foreign relations, and the problems of reconstruction. Three hours.

Home Economics

87, 88—*Recent U. S. History*

Beginning with the Hayes administration and continuing to the present day, a study is made of such problems as the government and business, reform movements, foreign relations of the United States, and her present place in world politics. Begins in 1890. Three hours both semesters.

*89—*History of the Foreign Relations of the United States*

A history of the foreign relations of the United States from 1776 to the present. A study of United States foreign policies and her role in the world scene. Three hours.

Political Science

23—*American Government*

A study of the structure and functions of the federal government in the United States. Three hours.

*41—*Political Parties*

A study of the nature of political parties and the part they play in American government. Party principles, policies, and contemporary political issues are examined. Attention is given to party organization, nominating methods, boss rule, and campaign methods. Three hours.

*65—*World Politics*

A study of diplomacy, nationalism, war, and the forces underlying politics among nations. The merits of power, morality, law, public opinion, and the possibility of world government are considered. Three hours.

*66—*International Organization*

A study of public international organizations of the past and present. The organization, workings, and problems of the United Nations are considered in detail in the latter half of the course. Three hours.

HOME ECONOMICS

Eurela Brown

Happy, well-balanced personal and home living through the development of attitudes, understandings and skills is the major objective of the Home Economics Department. Appreciation of the worth of every individual and insight into the possibilities for helping others are considered basic to the realization of this objective.

Because happy people are found in many types of homes, the emphasis is centered in the formulation of worthwhile goals and the development of skill in the use of available resources for the attainment of goals considered important. High standards of Christian living are considered of first importance in establishing goals for living.

The curriculum offers a broad preliminary foundation for later entrance into special fields of interest such as full-time homemaking, dietetics, teaching of home-making, home economics, journalism, social welfare, equipment testing, home economics research, food service, extension work, social welfare and child development.

Twenty-four hours of credit in home economics may apply toward the Bachelor of Arts degree.

A Bachelor of Science degree with a major in Home Economics requires the completion of the general education requirements listed on page 8, including ten hours of Chemistry. In addition, the following requirements are to be met:

1. Thirty-six semester hours in the Department of Home Economics, distributed about evenly among the different areas offered.

2. One of the following options:

- a. Those students interested in teaching should earn enough credits to constitute a teaching minor in one of the following areas: Art, Natural Sciences, English, Physical Education, or Social Studies.
- b. A minor may be selected from one of the following departments with the idea of strengthening the major: Art, Biological Science, Chemistry, English, History, or Sociology.
- c. The major may be strengthened by selecting 18 hours of credit consisting of one or two courses beyond the general education requirements in the following departments: Art, Biological Sciences (1, 41, 55), Economics, English, Psychology, and Sociology.

3. Students working for a teacher's certificate should choose for electives courses prescribed by the Department of Education of the states in which they expect to teach. Students desiring to qualify for certification for teaching vocational homemaking will need to include courses 86 and 95 and to arrange with the advisor for off-campus student teaching.

Certain home economics courses may apply as social science credit toward a social science major with the approval of the chairman of the division.

For a minor in home economics for any degree, a total of not less than 16 hours is required, the courses to be selected from three or four of the following areas of home economics: Foods and Nutrition, Clothing and Textiles, the House and Home Furnishings, and Management and Family Relations.

11—Clothing Selection and Textiles

A study of recent developments in textiles; the relation of finishes, fiber content and weave to the problems of construction. The selection of clothing in relation to factors of wearability. A simple construction problem will be completed. Three hours.

12—Clothing Construction and Textiles

Continuation of 11, stressing performance of various textile fibers, flat pattern designing and construction of a garment with emphasis on problems of fitting. Two field trips required. Three hours.

21—Foods and Nutrition

Study of nutritive value of foods, some scientific aspects of food preparation, as well as skill in preparation. (Laboratory Fee) Three hours.

22—Food Preparation and Nutrition

A continuation of 21. Principles of food preparation basic to serving adequate meals for a family; emphasis on problems of consumer in providing food meeting nutritional and economical needs of the family. (Laboratory Fee) Three hours.

27—Housing and House Planning

A survey of factors affecting present-day housing, problems involved in achieving adequate housing. Two hours.

32—Marriage and the Family

(Same as Sociology 32.) Three hours.

37—Home Furnishings

A study of some styles of furniture, features of furniture construction, selection and arrangement of furniture; color and textiles in home furnishings. Two field trips required. Three hours.

52—Consumer Economics

(Same as Economics 52.) Two hours.

Home Economics

57—Child Development

A study of the phases of the development of the child and his place in the family group. Special observation of children and work with a selected group is included in the course. Credit will not be given for both Home Economics 57 and Psychology 23. Two hours.

**68—Meal Preparation and Food Economics*

The planning, preparation and serving of meals. Emphasis on organization and management. Three hours.

**69—Food Experimentation and Demonstration*

A study of the manner in which such variables as ingredients, proportion and techniques in food preparation affect the quality of the product. Consideration of the techniques of demonstrations. Three hours.

75—Methods of Teaching Home Economics

Planning the program for the school year, organization of the department, a study of teaching procedures, and evaluation techniques. Two hours.

**80—Clothing Design and Construction*

Emphasis on adaptability of fabric to dress design, problems of fitting, use of fabric draping or flat pattern construction. Significant trends in design. Three hours.

**82—Tailoring*

Careful study of techniques of tailoring in relation to various fibers and fabrics. Making at least one complete suit or ensemble. Three hours.

**85—Home Equipment*

Principles related to the selection, use and care of household equipment. Three hours.

86—Supervised Student Teaching of Home Economics in the Secondary Schools

Five to eight hours.

90—Home Management

A study of the principles of management of activities in the home, a discussion of philosophy of homemaking and an opportunity to develop standards for healthful living, wise use of resources. Two hours.

95—Home Management House Residence

Residence in the home management house with responsibility of solving problems involved in management of present day homes. Emphasis on food management, use of equipment, and evaluation of some homemaking projects. Five hours.



96—*Projects in Home Economics*

The student undertakes an individual problem. Senior standing and approval of the Chairman of Department required. One to three hours.

SOCIOLOGY AND ANTHROPOLOGY

F. O. Parr, O. Jennings

This department shares specific responsibility with other departments in the Division of Social Sciences for the achievement of institutional objectives which aim at the development of personality factors contributing to well-informed Christian citizenship.

The particular aims of the department in the achievement of general institutional objectives are: (1) To inform the students as to the structure and processes of human relationships in their community, ethnic, nationality and other contexts; (2) To train the student in the use of the scientific method in the sociological field; (3) to train the student to practice the Christian concept of altruistic love in all human relationships, group as well as individual; (4) To provide pre-social work training.

A major is offered in sociology, consisting of twenty-seven hours, in which the following courses are recommended, with the approval of the chairman of the department: 21, 32, 61, 83 or 84, 91, 95, and 98. At least 15 hours should be upper division. Majors are required to take supporting courses as follows: history, six hours; psychology, six hours; speech, three hours; and philosophy, two hours.

A minor is offered consisting of 16 hours. Ten hours should be upper division. Recommended on the minor are 21, 32 and 95.

21—*Introductory Sociology*

This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of propaganda, human ecology, population, institutions, and social processes. Sophomore standing required. Three hours.

22—*Human Geography*

(Same as Geography 22.) Two hours.

*31—*Contemporary Social Problems*

A number of the most acute problems of contemporary life are investigated, including the social effects of soil erosion and conservation, health, war, personality disorganization, and poverty. Two hours.

32—*Marriage and the Family*

A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. Bringing up children and living with grandparents are studied. Three hours.

*60—*Labor Problems*

(Same as Economics 60.) Three hours.

*61—*Urban Sociology*

The evolution of the modern city is traced. City environment and its effects on personality and institutions are studied. Two hours.

Sociology and Anthropology

*62—*Rural Sociology*

An investigation of natural environment, health, population, religion, government, education, and technology as they relate to rural life is made. Special attention is given to the various agricultural regions in the United States and the effect of each particular type of agriculture on social life. Two hours.

64—*Anthropology*

This course is designed to provide the student with an introductory survey of cultural anthropology. It should provide the student with training enabling him to appreciate the cultures of all peoples and lead him to a better perspective for the understanding of his own. Two hours.

83, 84—*American Minority Groups*

The various minorities in America are considered as to countries of origin, reasons for coming, places of settlement, and their contributions to American life. The aim is to impart a sympathetic understanding of these peoples and thus to contribute to a richer life for all Americans of every race and creed. Two hours both semesters.

*88—*Social Psychology*

(Same as Psychology 88.) Two hours.

91—*Methods of Sociological Research*

The methods of collecting and evaluating sociological data are surveyed. A class project will be conducted, demonstrating in practice some of the principles learned. Required of all sociology majors who expect to do graduate work in sociology. Two hours.

92—*Fields of Social Work*

A survey is made of the various fields of social work; their history, problems, and techniques. Three hours.

*94—*Criminology*

The origins of crime in the American community are examined, together with the various methods of dealing with it. Emphasis is placed on the relation of crime to community disorganization and to politics and government. Three hours.

95—*Sociology of the Bible*

This course directs the student in the study of the sociology of Hebrew government, the Hebrew family, and the Hebrew economic system. Emphasis is placed on the application of Bible principles to current social evils. One unit deals with the sociology of the crisis experiences. Three hours.

98—*General Advanced Sociology*

A more thorough and higher level study is made of some of the principal branches of sociology. For students not planning to do graduate work in sociology, an optional collateral program is offered. For those going on to graduate school in sociology, a thorough study of selections from sociology classics is recommended. Three hours.

GEOGRAPHY

3, 4—*Economic Geography*

(Same as Economics 3, 4.) Two hours both semesters.

21—*Physical Geography*

A course presenting an orderly treatment of the major physical elements with which man contends and their distribution over the earth. Two hours.

22—*Human Geography*

A course presenting the distribution of cultural elements of the human habitat and the principal ways man makes use of the physical setting in which he lives. Two hours.

Directory of Personnel

BOARD OF TRUSTEES

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Columbus, Ohio

Eckley, L. E., D.D., *Treasurer*
Peoria, Illinois

Reed, H. W., Th.D., D.D., *President of College*
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Overland, Missouri

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Columbus, Ohio

Bean, Joe L.
Richmond, Indiana

Britton, Howard
Mount Zion, Illinois

Cantwell, Luther
Indianapolis, Indiana

Carmony, Byron M.
Chicago Heights, Illinois

Carter, Ralph A.
Stinesville, Indiana

Chalfant, E. F.
Farmington, Michigan

Clack, Robert J.
Madison, Wisconsin

Clay, M. E.
Cincinnati, Ohio

Clendenen, Carl B.
St. Marys, Ohio

Daniels, Harold
Springfield, Illinois

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Bedford, Indiana

Decker, Gerald, M.S.
Saginaw, Michigan

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Racine, Wisconsin

Greek, Walter
Muncie, Indiana

Hatton, H. C.
Sterling, Illinois

Hawk, Fred J., D.D.
Grand Rapids, Michigan

Jewell, Kenneth
North Vernon, Indiana

Maish, O. L., D.D.
Grand Rapids, Michigan

Marks, Thomas L.
Marion, Indiana

Martin, E. W., D.D.
Pontiac, Michigan

Moore, Mark R., M.A., D.D.
Bradley, Illinois

Morgan, Arthur C., D.D.
Valparaiso, Indiana

Myers, L. E.
Valparaiso, Indiana

Phillips, Gene, D.D.
West Des Moines, Iowa

Poole, Wesley K.
Dayton, Ohio

Reader, George H. D., B.D.
Granite City, Illinois

Richey, E. K.
Gahanna, Ohio

Seal, William G.
Florissant, Missouri

Stanley, C. E.
Fort Madison, Iowa

Starr, Donald D., Ph.D.
Canton, Ohio

Sylvia, Howard S.
Toledo, Ohio

Thrasher, C. R.
New Albany, Indiana

Van Allen, J. E.
Pontiac, Michigan

Walker, Myron C., M.S. in Ed.
Danville, Illinois

Watson, Luther
Cincinnati, Ohio

Wellman, Wendell
Flint, Michigan

Whitlatch, F. E.
Cedar Rapids, Iowa

OFFICERS OF ADMINISTRATION AND ADMINISTRATIVE ASSISTANTS

HAROLD W. REED, M.S., Th.D., D.D., *President*

WILLIS E. SNOWBARGER, M.A., Ph.D., *Vice President in charge of Academic Affairs and Dean of the College*

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JOHN H. COTNER, M.A., Ph.D., *Dean of Students*

WILLIAM R. BENNETT, A.B., M.Ed., *Registrar*

NORMAN L. MOORE, B.B.A., Th.B., *Director of Admissions and Executive Secretary of the Alumni Association*

CHARLES L. HENDERSON, *Business Manager*

CHARLES L. BEATTY, B.S., *Comptroller*

RUTH E. GILLEY, M.A., B.S. in Library Science, *Librarian*

ATHEL V. MCCOMBS, B.S., M.S., *Head Resident Counselor for Men*

EMILY REEVES, *Head Resident Counselor for Women*

CHARLES D. IDE, *Field Secretary*

RUTH E. WALTERS, *Development Officer*

S. DAVID BEEMAN, A.B., B.D., M.Ed., *Assistant Dean of Instruction*

ESTHER TRIPP, A.B., *Bookkeeper*

WM. T. HODGES, M.D., *College Physician*

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FACULTY COMMITTEES 1964-66

(The President of the College is an ex-officio member of all committees.)

Administrative Council: H. Reed, *Chairman*; W. Snowbarger; D. Gibson; J. Cotner; R. Perry; C. Henderson; C. Mc Clain; P. Schwada; N. Larsen.

Admissions and Scholarship: N. Moore, *Chairman*; W. Snowbarger; W. Bennett; F. Bennett; J. Hanson; B. Isaacs; D. Murray; L. Philo; C. Demaray.

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Audio-Visual Aids: W. Beaney, *Chairman*; D. Beeman; R. Brank; J. Crandall; H. Humble; L. Reedy; C. Ridall.

Calendar and Student Activities: E. Reeves, *Chairman*; W. Bennett; J. Cotner; L. Donoho; M. Evans; R. Lunsford; L. Brown; Three Student Representatives.

Chapel Program: J. Cotner, *Chairman*; H. Demaray; R. Perry; J. Sayes; C. Brady; C. Grothaus; J. Leist; Three Student Representatives.

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Student Loan: J. Leist, *Chairman*; C. Beatty; W. Bennett; C. Henderson; L. Mitten; A. Mc Combs.

Student Personnel Services: J. Cotner, *Chairman*; E. Reeves; A. Mc Combs; J. Leist; F. Parr; J. Sayes; Three Student Representatives.

Teacher Education: V. Groves, *Chairman*; W. Snowbarger; W. Bennett; J. Cotner; P. Schwada; C. Ward; C. Brady; J. Noble; C. Mc Clain; G. Walmsley; W. Beaney; P. Tomlinson; J. Sayes; E. Brown; V. Carmichael.



Harold W. Reed, President

Faculty

HAROLD W. REED (1949) *President of the College; Professor of Theology*

A.B., 1932, Colorado College; M.S., 1934, Colorado State College; Th.D., 1943, University of Southern California; D.D., 1951, Bethany Nazarene College. President Bresee College, 1936-40; Professor of Religion, Pasadena College, 1940-42; Vice-President and Dean of Religion, Bethany Nazarene College, 1942-44. Pastorates Newton, Kansas, and Huntington, Indiana, 1944-49.

WILLIS E. SNOWBARGER (1949) *Dean of the College; Professor of History; Chairman of Department*

A.B., 1942, Bethany Nazarene College; M.A., 1947, University of Oklahoma; Ph.D., 1950, University of California.

EMERITI

CLINTON J. BUSHEY, A.B., M.A., B.D., Th.D. (1924-1963) *Associate Professor of Biological Sciences Emeritus*

ELLA LEONA GALE, A.A.G.O., Mus.D. (1945-1956) *Associate Professor of Organ Emeritus*

WILLIAM DAVID RICE, A.B., M.A. (1940-1964) *Professor of Physics Emeritus*

LEO W. SLAGG, A.B., M.A. (1947-1963) *Professor of Spanish Emeritus*

PROFESSORS

VERNAL H. CARMICHAEL (1962) *Professor of Business Education*

B.S., 1926, M.A., 1930, Indiana University; Ph.D., 1937, University of Pittsburgh.

JOHN H. COTNER (1952) *Dean of Students; Professor of Religion and Philosophy; Chairman of Division of Religion and Philosophy*

A.B., 1943, Th.B., 1944, Northwest Nazarene College; M.A., 1947, Ph.D. 1952, University of Southern California.

CORAL E. DEMARAY (1944) *Professor of Classical Languages and Biblical Literature; Chairman of Division of Languages and Literature*
A.B., 1924, M.A., 1925, Ph.D., 1941, University of Michigan.

CLARENCE E. GROTHAUS (1952) *Professor of Chemistry; Chairman of Division of Natural Sciences*
A.B., 1930, Greenville College; M.A., 1933, Ph.D., 1935, University of Kansas.

VERNON T. GROVES (1955) *Professor of Education; Chairman of Division of Education and Psychology*
B.S., 1934, M.A., 1938, Ph.D., 1942, University of Wisconsin.

NAOMI LARSEN (1935) *Professor of Piano and Voice; Chairman of Piano Department*
B.Mus., 1933, Olivet Nazarene College; Mus.M., 1941 (voice) and 1947 (piano), American Conservatory of Music, Chicago; Bethany Lutheran College (Kansas), Kansas City Conservatory of Music and University of Illinois. Pupil of Evangeline Lehmann, Thure Jaderborg, Louise Robyn, Elaine DeSellem, Dorothy Bowen, Madame Olga Samaroff, Soulima Stravinsky, Eva Turner, Hilda Dederich, and Frederic Jackson.

R. L. LUNSFORD (1943) *Professor of Practical Theology and Biblical Literature*
Th.B., 1935, Bethany Nazarene College; M.A. in Theology, 1937, Marion College; University of Chicago Divinity School, Chicago Theological Seminary.

CARL S. MCCLAIN (1923) *Professor of English, Chairman of Department*
A.B., 1923, Olivet Nazarene College; M.A., 1932, University of Illinois; Litt.D., 1954, Olivet Nazarene College; Northwestern University.

LYOYD G. MITTEN (1944) *Professor of Business Administration and Economics*
B.S., 1929, M.S., 1930, Indiana University, Ph.D., 1939, State University of Iowa; C.L.U., 1958, American College of Life Underwriters.

RALPH E. PERRY (1948) *Professor of Pastoral Theology; Director of Graduate Courses in Religion*
Th.B., 1939, A.B., 1941, Olivet Nazarene College; M.A., 1942, University of Illinois; Ph.D., 1952, Bradley University.

L. C. PHILO (1962) *Professor of Philosophy, Chairman of Department*
A.B., 1929; B.D., 1930, Frankfort College; M.A., 1930, Chicago Evangelical Institute; M.A., 1944, University of Michigan; Ph.D., 1958, University of Oklahoma.

J. OTTIS SAYES (1956) *Professor of Religious Education; Chairman of Department*
Th.B., 1944, Bethany Nazarene College; B.D., 1947, Nazarene Theological Seminary; M.R.E., 1951, D.R.E., 1955, Southwestern Baptist Theological Seminary.

DWIGHT J. STRICKLER (1930) *Professor of Biological Science; Chairman of Department*
A.B., 1929, Olivet Nazarene College; M.S., 1940, Michigan State University; Ohio State University.

PAUL L. SCHWADA (1948) *Professor of Education; Chairman of Department*
B.S., 1938, State Teachers College, Kirksville, Missouri; Th.B., 1941, Olivet Nazarene College; M.A., 1943, University of Chicago; Ph.D., 1964, University of Illinois; University of Missouri; Nazarene Theological Seminary; Northwestern University.

STEPHEN S. WHITE (1940) *Professor of Theology and Philosophy*
A.B., 1911, Peniel College; B.D., 1914, Drew Theological Seminary; M.A., 1916, Brown University; Ph.D., 1938, University of Chicago; D.D., 1943, Olivet Nazarene College.

ASSOCIATE PROFESSORS

LEONARD E. ANDERSON (1950) *Associate Professor of Business Administration and Economics; Chairman of Department*
B.S., 1949, M.S., 1952, St. Louis University.

- FANNIE W. BOYCE (1963) *Associate Professor of Mathematics*
A.B., 1921, Penn College; M.A., 1928, University of Wisconsin; Ph.D., 1938, University of Chicago.
- CURTIS KEITH BRADY (1960) *Associate Professor of Music; Chairman of Division of Fine Arts*
B.S.Mus.Ed., 1952, Olivet Nazarene College; M.S.Mus.Ed., 1954, University of Illinois; Ohio State University.
- EURELA BROWN (1947) *Associate Professor of Home Economics; Chairman of Department*
B.S., 1920, State Teachers College, Springfield, Missouri; M.A., 1938, State College, Greeley, Colorado; University of Missouri; University of Chicago; University of Illinois; Cornell University.
- RUTH E. GILLEY (1939) *Librarian; Associate Professor of Library Science*
A.B., 1926, Olivet Nazarene College; M.A., 1932, Ohio State University; 1946, B.S. in L.S., University of Illinois; University of Kentucky; Cincinnati Conservatory of Music.
- HARVEY HUMBLE (1946) *Associate Professor of History*
A.B., 1937, M.A., 1938, University of Illinois; University of Wisconsin; Northwestern University.
- OTHO JENNINGS (1964) *Associate Professor of Sociology*
A.B., 1939, God's Bible School; M.A., 1949, Lehigh University; S.T.B., 1950, Temple University; Ph.D., 1960, Michigan State University.
- DAVID TRACY JONES (1957) *Associate Professor of Biological Science*
A.B., 1923, M.S., 1925, State University of Iowa; Ph.D., 1933, Indiana University.
- ATHEL VICTOR MCCOMBS (1959) *Associate Professor of Speech; Chairman of Department*
B.S., 1956, M.S., 1957, Purdue University.
- ELBERT A. PENCE (1962) *Associate Professor of Physics; Chairman of Department*
B.S., 1942, University of Nebraska; M.S., 1953, University of Washington.

ASSISTANT PROFESSORS

- EARL E. BARRETT (1954) *Assistant Professor of Philosophy*
A.B., 1920, Asbury College; B.D., 1928, S.T.M., 1929, S.T.D., 1930, Gordon College; M.A., 1932, Ph.D., 1952, Boston University.
- WILLIAM D. BEANEY (1961) *Assistant Professor of Biology*
B.S., 1952, M.S., 1953, Brockport State Teachers College; Pennsylvania State University; University of Illinois.
- SAMUEL DAVID BEEMAN (1957) *Assistant Dean of Instruction; Assistant Professor of Speech*
A.B., Th.B., 1944, Bethany Nazarene College; B.D., 1949, Nazarene Theological Seminary; M.Ed., 1957, Southwest Texas State Teacher's College; University of Illinois.
- FORDYCE JUDSON BENNETT (1962) *Assistant Professor of English*
A.B., 1945, Greenville College; M.A., 1960; Ph.D., 1964, University of Illinois.
- WILLIAM R. BENNETT (1957) *Registrar; Assistant Professor of Education*
A.B., 1947, Olivet Nazarene College; M.Ed., 1962, University of Illinois.
- ROCKWELL SMITH BRANK (1958) *Assistant Professor of Fine Arts*
Graduate, National Academy of Design; Eastern Nazarene College. Member, Grand Central Art Galleries, New York.
- LEROY BROWN (1951) *Assistant Professor of Speech*
A.B., 1947, Greenville College; M.A., 1949, University of Illinois; Ed.D., 1953, Bradley University.
- JOHN G. CRANDALL, JR. (1962) *Assistant Professor of Physical Education*
B.S., 1958, Friends University; M.S., 1961, Kansas State Teachers College (Emporia).
- HARRIET ARNESON DEMARAY (1952) *Assistant Professor of English*
A.B., 1925, Northwest Nazarene College; M.A., 1948, University of Washington.
- LORA DONOHO (1960) *Assistant Professor of Physical Education*
A.B., 1953, Olivet Nazarene College; M.Ed., 1962, Southern Illinois University.

FLOYD B. DUNN (1958) *Assistant Professor of Education*

A.B., 1929, Oakland City College; M.S., 1945, Butler University; Bradley University.

ELIZABETH S. ENDSLEY (1947) *Assistant Professor of Mathematics and Education*

B.Ed., 1929, Illinois State Normal University; M.A., 1933, University of Illinois; Northwestern University.

MARGARITA SAWATSKY EVANS (1960) *Assistant Professor of Voice*

A.B., 1957, Cascade College; Mus.M., 1959, University of Portland; American Conservatory. Pupil of Odette DeForas, Felice Wolmut, and Frances Ernest.

JEWELL FLAUCHER (1948) *Assistant Professor of Violin; Chairman of Department of Strings; Music Librarian*

B.Mus., 1948, B.S., 1957, Olivet Nazarene College; M.S.Mus.Ed., 1958, University of Illinois; American Conservatory of Music. Pupil of Scott Willits and Paul Rolland.

BILL J. ISAACS (1961) *Assistant Professor of History*

A.B., 1958, Olivet Nazarene College; M.A., 1959, University of Illinois.

OTTO GLENN HAHN (1959) *Assistant Professor of Bible and Theology*

A.B., 1928, Frankfort College; M.A., 1943, University of Southern California; B.D., 1949, Northern Baptist Theological Seminary.

JOHN E. HANSON (1961) *Assistant Professor of Chemistry*

A.B., 1957, Olivet Nazarene College; Ph.D., 1963, Purdue University.

* BILLY F. HOBBS (1957) *Assistant Professor of Mathematics; Acting Chairman of Department*

B.S., 1954, M.A., 1955, Ball State Teachers College; Indiana University; Purdue University.

* HARLOW EUGENE HOPKINS (1954) *Assistant Professor of Music Education*

B.S.Mus.Ed., 1953, Olivet Nazarene College; M.S.Mus.Ed., 1955, American Conservatory of Music; University of Illinois; Indiana University. Pupil of Keith Stein, Lowell Burroughs, Austin McDowell, Jerome Stowell, Robert McGinnis, and Earl Bates.

IRVING LOWELL KRANICH (1959) *Assistant Professor of Voice*

B.S.Mus.Ed., 1954, Olivet Nazarene College; Mus.M., 1961, American Conservatory of Music; University of Michigan; University of Washington. Pupil of Nellie Ebersole, Edison Harris, and B. Fred Wise.

WANDA KRANICH (1947) *Assistant Professor of Organ and Music Theory*

B.Mus., 1947, Olivet Nazarene College; Mus.M., 1951, American Conservatory of Music; Northwestern University. Master classes in organ and church music, Evergreen, Colorado, 1950 summer session. Pupil of Louise Robyn, Stella Roberts, and Dr. Frank Van Dusen.

BONEITA P. MARQUART (1963) *Assistant Professor of Education*

A.B., 1932, Eastern Nazarene College; M.Ed., 1957, University of Illinois; Kent State University; Illinois State University (Normal).

DONALD RICHARD MURRAY (1958) *Assistant Professor of Music Theory and Piano*

B.Sac.Mus., 1954, Vennard College; Penn College; American Conservatory of Music; Indiana University. Pupil of Leo Heim, Stella Roberts, and Merlin Escott.

JO ANN NOBLE (1958) *Assistant Professor of Piano*

B.S.Mus.Ed., 1956, Greenville College; Mus.M., 1958, University of Michigan; University of Illinois. Pupil of Dorsey Whittington, Helen Titus, Robert Hord, and Jacques Abram.

F. O. PARR (1945) *Assistant Professor of Sociology; Chairman of Department*

A.B., 1933, Hardin-Simmons University; M.A., 1947, Indiana State Teachers College.

LEROY H. REEDY (1961) *Assistant Professor of English*

A.B., 1950, Olivet Nazarene College; M.A., 1960, Arizona State University; University of Illinois.

ROBERT CLYDE RIDALL (1962) *Assistant Professor of Theology and Biblical Literature*

B.S.(Ed.), 1946, University of Cincinnati; B.D., 1949, Asbury Theological Seminary; S.T.M., 1956, The Biblical Seminary (New York); M.A., 1959, Fordham University; Th.D., 1963, Concordia Theological Seminary (St. Louis).

ESTHER ROBERTS (1947) *Assistant Professor of Business Administration*

B.S. in Education, 1940, M.A., 1946, Ohio State University.

JAMES E. STEWART (1958) *Assistant Professor of History*

B.S., 1940, Cedarville College; M.S., 1954, Texas College of Arts and Industries; The Ohio State University.

WALTER L. THOMAS (1964) *Assistant Professor of Psychology*

B.S., 1957, Owosso College; M.A., 1961, Michigan State University; Tulsa University.

PRENTISS FORRESTER TOMLINSON, JR. (1958) *Assistant Professor of Mathematics*

A.B., 1956, Olivet Nazarene College; M.A., 1958, Ohio State University.

ADELINE R. VANANTWERP (1960) *Assistant Librarian; Assistant Professor of Library Science*

A.B., 1940, Houghton College; B.S. (Lib. Sci.), 1942, Geneseo (N. Y.) State University Teachers College; M.A., 1947, State University of New York (Albany).

GARDNER REED WALMSLEY (1955) *Assistant Professor of French; Chairman of Department*

A.B., 1953, Olivet Nazarene College; M.A., 1959, University of Illinois; Illinois State Normal University; University of Chicago.

CLARENCE W. WARD (1958) *Assistant Professor of Physical Education; Chairman of Department*

B.S., 1952, Olivet Nazarene College; M.Ed., 1958, Auburn University.

RONALD G. WELLING (1962) *Assistant Professor of Mathematics*

A.B., 1957, Asbury College; M.S. 1959, Kansas State University.

JOHN L. WHITE (1962) *Assistant Professor of Biological Sciences*

A.B., 1950, Olivet Nazarene College; M.A.T., 1957, Indiana University; Illinois State University (Normal); University of Illinois; University of Minnesota.

INSTRUCTORS

JOYCE COX (1961) *Assistant Librarian*

A.B., 1960, Bethany Nazarene College; M.S., 1961, University of Denver.

EUNICE SPRUCE MCCLAIN (1956) *Instructor of English*

A.B., 1923, University of Texas.

JOHN E. ROSFELD (1963) *Instructor in Piano*

B.Mus., 1953, Bethany Nazarene College; University of Oklahoma; McNeese State College.

VIRGIE GOSSARD STEWART (1958) *Instructor in Spanish*

B.S.inEd., 1950, Cedarville College.

SPECIAL LECTURERS

J. F. LEIST (1937) *Special Lecturer in Bible and Theology*

A.B., 1913, M.A., 1931, Ohio State University; M.A., 1946, University of Chicago; D.D., 1943, Olivet Nazarene College.

* On leave, 1964-65.





Degrees Granted

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 Linda Kay Beatty
 Omer Elias Beeching
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 Norman James Brown
 John Lewis Camp
 Ralph D. Close
 Clairanna Belle Coen
 Richard A. Cornelius
 Carol Marie Davidson
 Norma Jean Davis
 Edward Allen DeBreaux
 James Andrew Denton
 Judith Antoinette DiCarlo
 Evelyn May Dorsey
 Lincoln Dorsey
 George Bertrand Dunn, Jr.
 Jerry Wayne Eckart
 Jack L. Edwards
 Emma Lou Fettes
 Dale Preston Figge

Karmen C. Ford
 Larry Wayne Fox
 Donald Charles Gadbow
 Joseph Eugene Gillespie
 Margie L. Hinshaw
 Donna Jean Humble
 James William Hutchinson
 Donald Roy Johnson
 Richard A. Jones
 Mardell Ann Koch
 James L. Krauss
 Carolyn Kremer
 Gordon Justin LeVee
 William M. Maroney
 Larry E. Mathias
 Merlin Duane McDonald
 Judith Irene Meissner
 Harry Walter Miles
 Dale P. Owen
 Kenneth Stewart Parr
 Dennis Richard Peeler
 Robert Rex Perkins
 Roger Glenn Prince
 William Humphrey Rambo
 James Dale Reedy
 Larry David Reinhart

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Richard V. Schroeder
Vernon D. Schwin
William Lee Scott
Allen LeRoy Smith
James David Stanford
Robert N. Stevenson
Mary Catharine Strassenburg

David Loren Strawn
Paul L. Thompson
Bruce Gregory Vogel
John Luther Webster
Kay Oda Williams
Sue Ann Williams
James Thomas York, Jr.

BACHELOR OF SCIENCE

Helen Gage Anema
Nancy Maaik Anema
Loretta S. Arnholt
Eileen Joyce Bateman
Jack Lee Bays
LeNore May Bean
Janet Marleah Bearinger
Marilyn Long Bickel
James T. Bohi
William Ralph Bouse, Jr.
Joyce Ann Brooks
Dixie Lee Brown
Patricia Ann Brumitt
Norman L. Carroll
Nancy K. Crall
Marcia Lynn Davis
Jasper Derk DeVidal
Samuel L. Dunn
Gilbert Bruce Eckhoff
Lillian Mary Edgerly
Regina May Evans
Doris Kay Fiedler
Mildred Pauline Carl Gillam
Clifton Emmett Godfrey
David Lee Halverson
Evelyn P. Hancock
Terry Boyd Hill
Zelma Igou
Shirley Charlene Jarvis
Donna Marie Jewel
Esther Louise Judy
Dorothy Kensey
Paul Wm. Knapp
Paul David Koehler
Marilyn Sue Leary

Esther S. Lunsford
Barbara Nadine Malsom
Barbara A. Marczilla
Carolyn Faye Matheny
Flora Belle McCombs
Elouise Mae Miller
Marilyn Elizabeth Morehead
Hazel Mott
Frederick Allen Mund
Lucille M. Nelson
Illa Rae Nichols
Everett L. D. Norton
Constance A. Oberlander
Ellen Irene Olson
Mary Ann Pierce
Vivian Ruth Plumley
Donna Darlene Reedy
Laura Rees
Elizabeth E. Roat
Carol Horner Robbins
Charity May Rodefer
Delbert L. Rogers
Sharon Stalions Roth
Gloria Netherton Shelley
Verne Fredrick Shelley
Terrance A. Siemsen
Bernita McCarty Smith
Harold Loyed Smith
Barbara Anne Stonefish
Linda Kaye Swartz
Karen Lynne Swinehart
Vera Howard Tabler
John Edward Turner
Barbara Ingerson Vought
Ruth Bixby York

BACHELOR OF THEOLOGY

Earl Ray Hardyman
Clyde Ross Jackson
Glenn Propst

Melburn H. Sorenson
Eugene Elton Vickery
Ruth Carroll Yates

Degrees Granted

BY OLIVET NAZARENE COLLEGE 1963

BACHELOR OF ARTS

Arthur Gene Beecher
Lois Jane Birchard
Judith Kay Bos
William Lee Boyd
Thomas R. Brown
Larry Duane Buess
Louis Darvin Burrell
Norma Johnson Carlson
Valel T. Chacko
Karen Lee Coil
James M. Corbett
David L. Corts
William Henry Crain
David N. Culross
Martha Jane Danhausen
Virginia Lee Dees
Sharon Ann Drazy
Hilman Harold Evans
Richard Earl Felix
Bernard Eugene Flatt
Harry F. Fulton
Herbert Esta Hall
Judson Eugene Harmon
Melter Loree Hodge
Arthur Raymond Hoovler, Jr.
Patricia L. Hughes
John P. Hursh
Ernest Alfred Husarik, Jr.
Judy Kemp Hutchinson
E. David Jones
Thomas Richard Judd
Nellie L. Keller
Robert Earl Kelly
Walter Andrew Kepner
Phillip Roscoe Kidd
Duane A. Koets
Dennis Roger Lane

Margaret Ann Lyons
Densel Paul McFadden
Edward Vinton McFann
Dwight McMurrin
Harold Bernard Milling
Anita Oboza Miranda
Marlin L. Moore
Wayne Louis Musatics
Patricia Ann Norton
Leonard Wm. Petrino, Jr.
Doris Hope Raines
Rita Kay Remmenga
H. Blaine Rice
Carroll Keith Roose
Judy Kae Rosenberg
Kenneth George Roth
Richard Allen Runyon
Charles Joseph Saunders
Carolyn J. Schafer
Ronald Gene Shelton
Chester L. Skinner
Zella Smith
Charles Ray Stalions
Phyllis Ann Starner
Thomas Murry Stayner
Herbert Ray Stevens
Eunice Diane Summers
Margaret L. Taylor
Betty M. Tucker
L. Dean Waldfogel
Donna Marie Weed
Sharon Kay Weeks
Robert Rowland West
Gary Wilson
Ronald Gene Workman
Rosalind Kay Workman

BACHELOR OF SCIENCE

Mary Margaret Ahlemann
Anna Eleanor Blevins
Roseann Boehme
Elizabeth Ann Bonnette
James F. Borders
Shirley Ann Bovard
Naomi Ruth Brey Meyer
Patricia Mae Chapman
Arlene Milner Chenoweth
Charles Wesley Clark
Herbert L. Conard
Patricia Ann Daniels
Naomi Elaine Darr

Sharon Clay Densford
Nancy Ann Earle
Constance Kay Farnsworth
Nancy Jane Frost
Jean Phyllis Gadbow
Joan Sharon Gadbow
Donna Louise Gouge
James Martin Grasse
Rosemary Graves
Sondra Mae Hathaway
Marlene Baughman Hayes
Walter L. Heck
Roger Leroy Hewitt

Degrees Granted in 1963

Caren Ruth Hopewell
 Ruth Bunzel Isaacs
 Etta Helen Jarnagin
 Vorma Jean Johnson
 Carol M. King
 Marvin Dale Krohe
 Alice June Lee
 Katie Evelyn Leigh
 Maurice A. Long
 Bernice Elizabeth Lund
 L. Selden Marquart
 Elroy Dale Miedema
 Ronald Edward Miller
 Dorothy E. Morris
 Blanche Munsterman
 Brenda Kiser Myers
 Peggy Joyce Oliver
 Ann Thornton Pannier
 James Vernon Patchett
 Charlotte Huddle Persinger
 Dorothy M. Pierce
 Donald Lee Piper
 Norma Lou Rawlings
 Sharon Myers Richardson
 Walter Riggle

Kathleen Williams Ruch
 Edgar Rolin Sheckler
 Ann Bohl Smith
 Sharon Lee Spaven
 Phyllis Elaine Spry
 Rose Marie Stalions
 Wilbur F. Steele
 Elnor Pease Stevenson
 Terrance William Stone
 Nona Lee Storer
 Stewart Marshall Storer
 Stephen Morris Stutz
 Norris Eston Teague
 Ladonna Mae Teisinger
 Donna Marie Toone
 Charlotte Ann Wagner
 Carolyn Sue Edwards Waldfogel
 Mary Jane Watters
 David Wells
 Rosalie Wells
 Carol Lynn Williams
 Norma Jean Wilson
 Suzanne Wilson
 Elmer Wright
 Anita Rose Wyatt

Earl Armstrong
 Russell E. Hardyman

BACHELOR OF THEOLOGY

Richard A. Jones
 Raymond Bernard Stockman

ENROLLMENT STATISTICS

Enrollment by Classes

	1st. Sem. 1962-63	1st. Sem. 1963-64	1st. Sem. 1962-63	1st. Sem. 1963-64	1st. Sem. 1962-63	1st. Sem. 1963-64
	MEN	MEN	WOMEN	WOMEN	TOTAL	TOTAL
College						
Freshmen	212	227	220	192	432	419
Sophomores	166	173	148	162	315	335
Juniors	120	143	119	122	240	265
Seniors	85	89	102	103	187	192
Total	583	632	589	579	1174	1211
Others (college level)					20	21
Ministerial Studies					9	10
Graduate					5	8
Total Enrolled, First Semester					1210	1250
Equivalent Full-time Students (16 semester hour load)					1007	1060

Student-credit-hours by Divisions

	1962-63	1963-64
Education and Psychology	2594	3067
Fine Arts	1749	1406
Languages and Literature	3030	3359
Natural Sciences	2568	3189
Religion and Philosophy	2518	2699
Social Sciences	2826	2918
Total Student-Credit-Hours	15,285	16,638

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COLLEGE CALENDAR

1964-1965

June 15-Aug. 7	Summer School
July 24-25	Freshman Orientation (Group I)
Aug. 14	Last day for regular filing of entrance applications
Aug. 10-28	Post Summer School Session
Aug. 21-22	Freshman Orientation (Group II)

FIRST SEMESTER

Sept. 3-5	Faculty-Student Leader Retreat
Sept. 7	Monday, 8:00 a.m., A.C.T. Test for those who have not taken it previously
Sept. 7-8	Freshman and Bible School Orientation (Group III)
Sept. 8	Tuesday, 1:00 p.m., Upper Class Registration
Sept. 9	Freshman Registration
Sept. 10	Thursday, 7:30 a.m., Classes Begin
Sept. 25	Founders' Day
Oct. 4-11	Fall Revival
Nov. 6	Friday, Mid-Semester
Nov. 13-15	Homecoming
Nov. 16	Monday, Final date for dropping courses without automatic failure
Nov. 24	Tuesday, 4:30 p.m., Thanksgiving Recess Begins
Dec. 1	Tuesday, 7:30 a.m., Thanksgiving Recess Ends
Dec. 11	Last day for regular filing of entrance applications for second semester
Dec. 11 and 13	Presentation of the "Messiah"
Dec. 23	Wednesday, 4:30 p.m., Christmas Vacation Begins
Jan. 5	Tuesday, 7:30 a.m., Christmas Vacation Ends
Jan. 18-22	Final Examinations for the Semester

SECOND SEMESTER

Jan. 25-26	Orientation Program for Second Semester Freshmen
Jan. 26	Tuesday, Second Semester Registration
Jan. 27	Wednesday, 7:30 a.m., Classes Begin
Jan. 27-31	Youth Revival
March 26	Friday, Mid-Semester
March 26	Friday, 4:30 p.m., Spring Recess Begins
April 6	Tuesday, 7:30 a.m., Spring Recess Ends
May 9-16	Spring Revival
April 19	Monday, Final date for dropping courses without automatic failure
May 2	Christian College Day
May 14	Last day for regular filing of entrance applications for summer school
May 28	Friday, Investiture Day
May 27-June 1	Final Examinations for the Semester
May 30	Sunday, 10:30 a.m., Baccalaureate Sermon
May 30	Sunday, 7:30 p.m., Annual Sermon
June 1	Tuesday, 6:00 p.m., Phi Delta Lambda Banquet
June 2	Alumni Day—Commencement Concert
June 3	Thursday, 10:00 a.m., Commencement Address
June 14-Aug. 6	Summer Session
Aug. 9-27	Post Summer School Session

1965-66

June 14-Aug. 6
July 23-24
Aug. 13
Aug. 9-27
Aug. 20-21

Sept. 2-4
Sept. 6
Sept. 6-7
Sept. 7
Sept. 8
Sept. 9
Sept. 24
Oct. 3-10
Nov. 5
Nov. 12-14
Nov. 15
Nov. 23
Nov. 30
Dec. 10
Dec. 10 and 12
Dec. 22
Jan. 4
Jan. 17-21

Jan. 24-25
Jan. 25
Jan. 26
Jan. 26-30
March 25
April 1
April 12
April 17-24
April 18
April 24
May 13
May 27
May 26-31
May 29
May 29
May 31
June 1
June 2
June 13-Aug. 5
Aug. 8-26

Education with a Christian Purpose



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